

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12

Level 5 Broadcast Journalism: *Live Daily News Report*

<p><i>Mission Statement</i></p>	<p>As an Industrial Technology department our mission is:</p> <p>To motivate all students to develop problem-solving skills. That will promote creative thinking. Encourage exploration of the technical world around them and create a safe working environment.</p> <p>To teach all students the proper and safe way to use tools and equipment.</p> <p>To learn and use practical life skills through a variety of hands on activities and to educate students about the world of technology and all the opportunities it may have to offer.</p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Level 1 TV Technology Fundamentals Level 2 Composition for Broadcasting Level 3 Video Essay Level 4 Short Stories and Documentaries Level 5 Broadcast Journalism</p>

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Level 5 Broadcast Journalism: Live Daily News Report</p> <p>9-12</p> <p>1-4</p> <p>Level 3</p>
<p>Course Description</p>	<p>This course is designed for students to learn the in and out of a newsroom, how to gather news and how to report news. They will become Geneva High School television broadcast journalists. Students will have the opportunity to work independently and in-group activities, creating a daily newscast, and weathercast, and sport’s highlight’s package, which will be broadcast to the Geneva High School community. This newscast will include, daily announcements from administration, guidance, clubs and community information. The students will also create a daily weather segment, which will be broadcast, live, from the green-screen set. At least once a week they will also create a sports highlight segment, which will cover, seasonal sports activities and updates. Students taking this class will be working in the GTV Studio, and computer lab gathers information for their broadcast. Attendance for this class is necessary for success and performance of the news broadcast. Several fieldtrips will be taken along as well as guest speakers invited to the studio to enrich the student’s knowledge of broadcast journalism. Material fees will apply to this class. <u>Evenings and some weekends may be required for completion of gathering information for the newscast.</u></p>
<p>District-approved Materials and/or Resources</p>	<p><i>Writing For Broadcast News: A Storytelling approach to crafting TV and Radio News Reports.</i></p> <p>Supplemental handouts generated from Student Television Network with regard to how to interview, Ethics in Broadcasting, Code of Ethics from RTNDA. Various supplemental video showing techniques for interviewing, editing and reporting news.</p>

Unit Frameworks

<p>Unit of Study: Developing a professional language as a journalist.</p>	<p>Chapter 2 Glossary of Broadcast Terms Students will learn specific language to communicate. This language helps speed up the communication process.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask correct document using standard manuscript specification for a variety of questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2Produce grammatically purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. Know and apply the concepts, principles and processes of scientific inquiry. Formulate hypotheses, generating if-then, cause-effect statements and predictions,</p>	

	<p>or choosing and explaining selection of the controlled variables. Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.</p> <p>21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to communicate using a specialized language. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room. 	
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>	

Unit Frameworks

<p>Unit of Study: Method of interviewing people in different positions of authority.</p>	<p>Chapter 3 The People-izing Concept To learn the different between a “real-person interview” and an official-person interview. To develop the funnel method and the inverted funnel method.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
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<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to develop an interview with an real person ● To learn how to develop an interview with an official person ● To learn how to use the funnel an inverted funnel method. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room. 	
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>	

Unit Frameworks

<p>Unit of Study: Morals and Values as a journalist.</p>	<p>Chapter 5 People and Ethics Students will learn how to tell a fair and balances story. They will find their moral compass.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2 Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1 Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. Know and apply the concepts, principles and processes of scientific inquiry. Formulate hypotheses, generating if-then, cause-effect statements and predictions,</p>	

	<p>or choosing and explaining selection of the controlled variables. Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.</p> <p>21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to identify what is considered fair and balanced information. ● To learn how to remove bias from the news report/segment. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room. 	
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>	

Unit Frameworks

<p>Unit of Study: Components of a news story. Anchor Lead Experience Information Personal Wrap</p>	<p>Chapter 6 Humanizing the Anchor Lead Understanding the important role of the anchor and how to lead an audience through a story.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
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	<p>Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables. Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.</p> <p>21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to lead an audience through a news story. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room.
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>

Unit Frameworks

<p>Unit of Study: Finding your voice in your story and learning proper and personal interview techniques that work for the individual</p>	<p>Chapter 7 Humanizing the Body of your story. Chapter 8 Humanized Interview. Students will learn how to tell a story that is individual to themselves. They will learn how to put their personality into their story.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2 Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1 Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to</p>	

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<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to personalize their story and find their own voice in a story. ● To Learn how to use personalized interviewing techniques. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room.
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>

Unit Frameworks

<p>Unit of Study: Newscast Scripts</p>	<p>Chapter 9 The TV Script Students will learn how to write a television script for a newscast.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p>
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<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● To learn how to write and perform and television script. ● To learn how to perform as a live television anchor. ● To learn how to produce a live daily news program. ● To learn to problem solve during a live production session. ● To learn how to produce short video packages for live news ● To learn how to direct a live news program ● To learn how to be a floor manager for a live news program. ● To learn how to effectively use equipment in the control room. 	
<p>Assessments</p>	<p>Assessment is on a daily and weekly basis. The teacher for their effectiveness, delivery and production of a daily news broadcast assesses students.</p>	