

Readington Township Public Schools

Viking Broadcast

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Readington Township Public Schools

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I. OVERVIEW

Given its ubiquitous nature, media plays a pivotal role in our day-to-day lives. Our goal is to support students in becoming discerning consumers and responsible creators of media content. In this course, students will learn the fundamentals of broadcast journalism, including story finding, news writing, reporting, video production, editing, program planning, and distribution. Students will work together in the studio and through field reporting to develop broadcast news programming for the district.

This course supports collaboration across our schools and community, creating opportunities for students to engage in impactful ways. By learning to analyze information, collaborate effectively, manage projects, and communicate clearly, students build essential skills transferable to their academic journeys and future careers.

This course is rooted in principles of gold standard project based learning, integrating sustained inquiry with students posing questions, finding resources, and applying information. Students work in a real-world context, with opportunities for student voice and choice, critique, revision, and reflection, and production of a public product that empowers them to share their work beyond the classroom.

II. STUDENT OUTCOMES

This curriculum is aligned with the following New Jersey Student Learning Standards.

English Language Arts

Speaking and Listening

- SL.PE.6-8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.6-8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- W.IW.6-8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.NW.6-8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.WP.6-8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

- W.WR.6-8.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.SE.6-8.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Visual and Performing Arts

Media Arts

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
- 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.
- 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

Computer Science and Design Thinking

Interaction of Technology and Humans

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Ethics & Culture

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

- 9.2.8.CAP.16: Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

Creativity and Innovation

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Critical Thinking and Problem-Solving

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Digital Citizenship

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public versus keeping information private and secure.

Global and Cultural Awareness

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Information and Media Literacy

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on topics like climate change.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
- 9.4.8.IML.10: Examine the consequences of the uses of media.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Technology Literacy

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

III. COURSE OBJECTIVES

Essential Questions:

- What makes an idea newsworthy for our audience?
- How does an effective news story create viewer interest?
- How does a news story go from an idea to a finished product?
- How do you create a compelling and accurate news story?
- What makes a good video story?
- Why is it important to have a plan?
- Why are communication and teamwork essential?
- How do I provide constructive feedback?

- How do I assimilate critiques of my work into future projects?

Key Understandings:

- Producing a news story involves clear writing, effective interviewing, and technical proficiency.
- Collaboration is essential in a newsroom, where each role contributes to the final production.

Course Goals: Students will...

- Identify and analyze what makes a story newsworthy.
- Write clear, accurate, and engaging news scripts.
- Conduct interviews and gather information for news stories.
- Operate video cameras and audio equipment proficiently.
- Edit video, audio, and graphics to create a cohesive news segment.
- Collaborate to produce a news program.

1. Introduction to Broadcast News and Production

What is newsworthy? How does a competent news team effectively develop and communicate a news story? How does video make the audience feel connected to its characters and story? How do the phases of production combine to create a finished product?

Students will...

- Examine and evaluate what makes a story newsworthy.
- Investigate broadcast news roles and production cycles.
- Plan a basic news broadcast.
- Set up a studio space: equipment and digital organization.
- Practice camera techniques, focusing on composition. Collect B-roll.

2. Planning: Finding and Pitching Story Ideas

How do journalists determine what stories to cover? What makes a good video story? How do you identify credible sources when researching a news story? How do you pitch a story? How do you provide and receive constructive criticism?

Students will...

- Explain the difference between an important topic and a compelling story.
- Generate story ideas, research background information, consider newsworthiness, and identify potential sources.
- Develop and write pitches for news stories. Provide peer critique.

3. Pre-production: Story Arc to Storyboard to Shot List

How can you prepare for an interview to ensure you get the soundbites you need for your story? How does a production team translate the written word to visuals? How does composition help tell a story? How are storyboards and shot lists used in the production process?

Students will...

- Develop questions for a pre-interview.
- Pre-interview a subject, then develop conversation prompts for an actual interview.
- Conduct, record, and transcribe an interview. Assemble soundbites that drive the story.
- Develop a storyboard and shot list to plan for visuals, narrative, and sound.

4. **Production: In the Studio and in the Field**

How are audio and video techniques used to tell a story? How does a crew work together to record audio and video in indoor and outdoor locations? How do images and sound create a sense of locale? How can lighting be adjusted to focus attention on specific elements within a frame?

Students will...

- Explore the use of sound in storytelling: room sound, natural sounds, and microphones.
- Scout and record B-roll for story context, emotion, and depth.
- Compose camera shots and interview prompts to enhance audience engagement.
- Adjust lighting for different environments and effects.
- Conduct and record studio and field interviews as a crew.

5. **Post Production: Editing, Narration, Graphics, and Audio**

Why is editing an important step in the production process? How do editors use pre-production and production materials to create a finished product? How does writing for broadcast differ from writing for print? How can visuals and sound best be used to tell a non-fiction story?

Students will...

- Transcribe video. Identify narrative gaps and opportunities. Update storyboard.
- Assemble a rough cut, organizing and trimming a video sequence for structure and flow.
- Conduct peer review for input and feedback.
- Write and record narrative pick-ups and voice-overs. Create titles and graphics.
- Incorporate transitions, audio, B-roll, graphics, and voiceovers to shape the narrative.
- Edit final cut for peer critique. Make adjustments as needed for clarity and impact.

6. **Publishing, Distribution, and Social Media**

How do I assimilate critiques of my work into future projects? How does programming reach the target audience in the most effective way?

Students will...

- Develop and manage a YouTube channel and social media to share and promote their news programming.
- Explore related careers and ways communication skills can enhance their academic journeys and future career paths.

IV. **STRATEGIES**

Strategies may include but are not limited to:

- Large and small group instruction
- Modeling

- Group dialogue and guidance
- One-to-one support
- Collaborative projects
- Independent projects
- Hands-on video production: studio and field
- Collaboration with experts
- Online learning paths for independent exploration
- Place-based learning and field trips

V. EVALUATION

Assessments may include but are not limited to:

- Observation of group interaction and performance
- Class participation
- Class discussion
- Class assignments
- Homework assignments
- Student notes
- Student self-reflection and evaluation
- Peer critique
- Student research
- Video projects and related documentation
- Student-teacher conferencing
- Scripts and storyboards

VI. REQUIRED RESOURCES

- Video cameras
- Tripods
- Lighting kit
- Microphones
- Video editing software

Supplemental resource(s) may include, but are not limited to:

- [PBS News Student Reporting Labs](#)
- [WHYY Media Lab](#)

VII. SCOPE AND SEQUENCE (20 weeks)

- **Introduction to Broadcast News and Production (4 weeks)**
 - What is broadcast news, and how is it produced?
 - What is newsworthy?
 - Video news production: Broadcast news roles and production cycles.

- News show planning, studio set-up, equipment, and digital organization.
- **Planning: Finding and Pitching Story Ideas** (3 weeks)
 - What makes a good video story?
 - Find your story: Research, experts, evidence, and ethics.
 - Pitch your story: Providing and receiving constructive feedback.
- **Pre-production: Story Arc to Storyboard to Shot List** (4 weeks)
 - Art of the Interview: Before, during, and after.
 - Find the Gold: Transcribing video.
 - Visual storytelling: Camera shots and sequences.
 - Storyboarding and shot lists.
- **Production: In the Studio and in the Field** (4 weeks)
 - Composition: A-roll and B-roll footage.
 - Lighting for different environments.
 - Audio and sound design.
 - Interviews and reporting in the field and studio: Working as a crew.
- **Post Production: Editing, Narration, Graphics, Audio** (3 weeks)
 - Video transcription, storyboards, and narrative opportunities.
 - Writing and recording narrative pick-ups and voiceovers.
 - Editing the rough cut for structure and flow.
 - Creating titles and graphics. Curating B-roll.
 - Editing the final cut: Integrating A-roll, B-roll, titles, graphics, effects, and sound.
 - Peer reviews: Providing and receiving constructive feedback.
- **Publishing, Distribution, and Social Media** (2 weeks)
 - Publication and distribution venues.
 - Sharing on social media.