SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL
SECTION A. COVER PAGE

1. **Course Title: Broadcasting**	7. **Action** X New Course ▫ Course Revision ▫ Title Change Only
2. **Date Submitted:** 2/10/16	8. **Grade Level**(s) ▫ 6 X 9 X 11 ▫ 7 X 10 X 12 ▫ 8
3. **Transcript Title/Abbreviation(s)** Broadcasting	9. **Prerequisites** (Please list.) ▫ Required ▫ Recommended
4. **Transcript Course Code/Course Number :**	10. **Seeking Program Distinction?** ▫ YES (Check one below.) ▫NO ▫Honors ▫ AP ▫Other
5. **Subject Area** CTE/Elective	11. **Is this a CTE course?** X YES ▫ NO **If YES, complete Section C**
6. **Department** CTE/Elective	12. **Previously approved by UC?** ▫ YES X NO ▫ NA for 6th-8th Year approved Year removed
13. **UC ELIGIBILITY** **Already eligible?** ▫ NA for 6th-8th ▫**YES** **XNO** **a**▫ **b**▫ **c**▫ **d**▫ **e**▫ **f**▫ **g**▫ **Proposing eligibility?**▫ NA for 6th-8th ▫**YES** ▫**NO** **a**▫ **b**▫ **c**▫ **d**▫ **e**▫ **f**▫ **gX** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▫ 0.5 (semester or half-year X 1.0 (one year equivalent) ▫ 2.0 (two-year equivalent) ▫ Other

15. School Contact:
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Position: **Teacher**

16. Signatures: Department Chair Andy Shyers Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 6-2-16 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

Students in the Broadcasting class film and create the weekly video broadcast featuring SLHS sports, activities, and school issues. Students also broadcast live events in the AEC theater and create their own shows.

18. Course Goals and/or Major Student Outcomes

Students will learn the video broadcasting, editing, mixing, lighting, and sound skills needed to produce a weekly video broadcast featuring slhs activities, sports, and issues. Students will also learn live streaming skills used to live stream SLHS events in the AEC theater and sporting events. Students will also learn Web 2.0 skills to promote their shows.

19. Course Objectives (standards)

Arts, Media, and Entertainment Pathway Standards (document link)

C. Production and Managerial Arts Pathway

C1.0 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.

C1.1 Demonstrate understanding of various power tools used in construction and rigging.

C1.2 Demonstrate knowledge of basic electrical safety.

C1.3 Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace.

C1.4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production.

C2.0 Understand the technical support functions and artistic competencies in film, video, and live production.

C2.1 Analyze the production sequence involved in creating a media based or live performance production.

C2.2 Produce a production flow chart for a live theatrical or media based production.

C2.3 Plan one technical component of a production from design to performance.

C3.0 Analyze and differentiate the function of the various members of a production team.

C3.1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), audio engineer, video shader, technical director (vision mixer) , graphics, camera operators, post production, etc.

C4.0 Demonstrate key skills and an understanding of the complexities of production planning.

C4.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
C4.2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production.
C4.3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project.
C4.4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning.
C4.5 Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

C5.0 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.

C5.2 Plan the general coordination of various elements in a project or production

C6.O Understand the key elements of development and promoting a production from creation to distribution.

C6.5 Create a public service announcement using two or more production methods materials, such as standard public service announcements.

C7.0 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.

C7.1 Identify and describe licensing management for live and media based productions and intellectual properties.
C7.6 Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options.

ELA Standards:
CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

20. Course Outline

Unit 1: Intro to Broadcasting

Students will learn broadcasting terms, jargon, and trade language so they are able to utilize it in production. Journalistic expectations, etiquette, and ethics will be studied and practiced through role playing scenarios, video clips, movies, and reading and writing assignments. Production roles will be studied so that students are familiar with the various roles and responsibilities of a broadcasting crew and the larger industry.

Unit 2: Introduction and Equipment Training

This unit will cover broadcasting expectations, proper equipment use, supplies, equipment checkout, production team roles, journalism etiquette and professionalism. News broadcasts, event broadcasts, and journalistic documentaries will be watched and discussed. Students will edit copy for a story of their choice and read it to the camera in the studio.

Unit 3: Video Editing Basics

Students will be provided previously recorded video with interviews, B-roll, information for lower thirds, and event coverage and edit it into a complete newsworthy piece. They will learn how to import video into the editing program, edit the video, and export the video as a Quicktime movie. The unit will end with a whole-class critique of the project.

Unit 3b: Critique

Before the whole-class critique of unit 2 the students will be taught the skills of critique. Constructive critique is a skill that will be used throughout the course to improve the quality of the broadcast. Critique will also be used for assessment and self-assessment.

Unit 4: Equipment Optimization

Students will learn how to adjust a camera's white balance, file type, recording mode, recording quality, sound levels, focus, and be able to initialize memory. Students will also learn what equipment to use and how to use it for recording and monitoring professional sound. Students will then create a short journalism piece interviewing a student or staff member about the start of the school year. The unit ends will a critique of the interview.

Unit 5: Intro to Studio Broadcasting

Students will learn everything needed for a simple broadcast including graphics, lower thirds information, teleprompter use, live video mixing, lighting, and sound. They will then create their first show.

Unit 6: On location Segments
Students will learn how to create short self contained news segments to be used in the weekly broadcasts. Students will learn news and interview filming techniques as well as on-location lighting and sound. Students will then be assigned a weekly story to tell.

Unit 7: Live Streaming
Students will learn to set up, film, produce and distribute live events in the AEC theater. Students will learn to set up roaming cameras, use remote controlled cameras, mix sound, capture video and sound from the theater, and how to set up and broadcast a live show on Youtube.

21. Instructional Materials:

Board approved required text
None

Supplementary materials
None

22. Instructional Methods and/or Strategies (Key Assignments)

Unit 1 Assignments and Instructional Methods:
Broadcasting terms reading and role play. Students will read about broadcasting terms, jargon, and trade language in production. Students will then act out scenarios in a role-playing exercise using the terms learned.
Journalistic expectations, etiquette, ethics, and plagiarism will be studied and practiced through role playing scenarios, video clips, movies, and reading and writing assignments.
Students will write a short re-enactment of a newscast describing each production role and responsibility of a broadcasting crew.

Unit 2 Assignments and Instructional Methods:

News broadcasts, event broadcasts, and journalistic documentaries will be watched, analyzed, and discussed. Students will write a short paper comparing and contrasting the different styles and intentions of each type of broadcast. Students will edit copy for a story of their choice and read it to the camera in the studio.

Unit 3 Assignments and Instructional Methods:

Students will produce a short video from previously filmed interviews, voiceovers, and B-roll.

Students will critique each other's videos in a constructive and supportive manner demonstrating a knowledge and understanding of critique.

Unit 4 Assignments and Instructional Methods:

Students will create a short journalism piece interviewing a student or staff member about the start of the school year.

Unit 5 Assignments and Instructional Methods:

Students will create their first complete broadcast. Students will write, edit, and construct an entire completed broadcast. Projects will be evaluated and critiqued.

Unit 6: On location Segments
Students will produce a complete news segment on a school event or topic.

Unit 7: Live Streaming
Students will live stream a performance in the theater. Projects will be uploaded and displayed for SLHS community.

23. Assessment Methods and/or Tools

Assessment will be based on instructor critique, self critique, and peer critique with equal proportions of each combining to reach the final assessment in the course. Project-Based Learning, Peer Critiques, Student Essays, Senior Seminars and Group Discussions will be utilized. Students will also earn badges, honors, and autonomy as they demonstrate and take on more responsibility and show professionalism.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner. Grades will be based on instructor critique, self critique, and peer critique with equal proportions of each combining to reach the final assessment in the course.

SECTION C

25. Context for Course (optional)

This course is intended to be a supplemental course in the Digital Media pathway at the high school. It will be open to all students at SLHS who are interested. Skills learned in the Broadcasting class will prepare students to enter Chabot College's Radio and Television Broadcasting Program (program link) with advanced status.

26. History of Course Development (optional)

This course ran during the 2012-2013 school year as a Video Production class during "A" period before school. The class produced daily video announcements that were posted to the school website. Most teachers back then did not have the technology to view the show in class. With higher speed networking, projectors, and computers in the classes now we believe this show can be enjoyed by many more students in the SLHS community and become an important part of our school. This course supports the Digital Media Pathway development under the Career Pathway Trust Grant for San Leandro High School.