



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Broadcast Journalism

Transcript Course Code(s)/Number(s): 5457 Cabinet/BOE Approval Date: 3/26/19

Section 1: Course Content

1. Course Title: Broadcast Journalism

Date this course was first submitted to the Curriculum Advisory: 2/11/19

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 7247

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 9 10 11 12

Course can be repeated for Credit? *Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Vocational

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? Yes

If "Yes," which Industry? Arts, Media, and Entertainment

Which Pathway? Production and Managerial Arts / Multimedia Production

What sequence level? 18-Intermediate

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1 – Law & Ethics

Students will learn the history of student publications and high school journalism, including the ethical guidelines, as well as responsibilities and rights under the law. They will be given sample situations, and will have to speculate how they would handle those situations and justify their decisions to the class, based on the law. They will learn Libel laws as they apply to journalism and the First Amendment.

Summative Assessment:

- Students will be given a situation.
- They will write a response that describes how they would respond and how they think a judge would rule, then justify that judgment using CA Ed Code or First Amendment.
- This will be presented to the class, and challenged by any differing opinions.

Unit 2 – Interviewing Skills

Students will learn the fundamentals of conducting interviews. They will be called on to talk to people they don't know, how to approach others in a non-invasive and authentic manner, and to set up appointments. They will practice these skills in and out of class. Generally, from this lesson, those interested in reporting will become apparent.

Lesson:

- Students will partner to conduct interviews
- One student will have a situation or juicy "fact" that the interviewer will have to ask the right questions to find out.

This is to teach them to listen carefully and to ask probing questions, and to realize that the gold in an interview is often found with questions the interviewer has not written down.

Unit 3 – Writing for Broadcast

Students will learn the basics for news writing for broadcast. They will review the basic fundamentals and rules, and then expand their knowledge as it specifically applies to broadcast news writing. Students will refine their skills and then apply their skills to actual news stories. This unit must be mastered in order for students to complete the core units of this course. All that is learned in this unit will be applied to future major units.

Summative Lesson:

- Based on a teacher-generated news story, students will write a news package script with the following elements: Intro, NatSo, B-roll, lead in, SOT, standup, VO, Bridge, and Standard Out.
- All elements must flow together.
- They will later be applying this format to their own stories.
- Then they will edit their footage and VO together to create a news package.

Unit 4 – Creating the news package – Camera & Audio

Students will learn what the essential parts of a news package are, what visual evidence should be included in a news or sports segment. They will be required to follow a structured framework, and will then be challenged to find creative solutions for problems that force them to break conventions, and later will have to justify their break from convention. They will learn basic camera movement and shot types, how and when to use them. They will also learn to shoot an event and what shots to capture. They will learn how to capture clean audio, and use the proper microphone. Students will learn to use editing software.

Lesson:

- Students will be given a challenge to shoot a “5 Shot sequence” of an action or performance by a person
- Edit them together in a “shooting gallery” to demonstrate proper composition and framing, use of camera and mounts, and smooth movement.
- This will get students started varying their camera angles, help them learn the names of the shots, and when to best use them. It will also be a first lesson in editing software, and how to put different shots together to create a sequence.

Unit 5 – Editing

Students will learn how to use industry-standard software to create news packages that include all the elements they have written in their scripts. They will be required to create shots lists to carry at events, so as not to miss shots that will be necessary in the editing process. They will learn editing conventions, such as lower thirds, audio mixing, color correction, layering video to use B-roll, and editing interviews.

- With a camera operator, editor will create a shot list
- After camera op shoots the requested footage, they will write a script
- Using the written script, editor will cut together exactly like the script calls for
- The news package must contain all elements in the script

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

This class is the third year course in the Media Arts pathway. It has no prerequisite, and is a mixed classroom of beginning and advanced journalists. The class will focus on writing and reporting well-balanced, comprehensive and visually compelling stories. Broadcast Journalism students will report, write, shoot and edit a variety of journalistic forms, including news, sports and feature stories. They will attend school and community events and conduct interviews. They will learn the various positions involved in a newsroom. They will work in small teams to create news packages that will air on-line in the school broadcast. They will experience being part of a student-run production and the pressure of weekly deadlines. They will improve writing skills, collaboration and develop a "nose for news."

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Video: Digital Communication & Production Goodheart-Wilcox Co, Inc. Fourth Edition 2018

Supplemental Materials: _____

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Desert Hot Springs High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Kai Lyles

Position/Title: Assistant Principal Email: klyles@psusd.us

Phone #: 760-288-7000 Ext: 1412

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Jamie O'Neil

Position/Title: CTE classroom teacher Email: joneil@psusd.us

Phone #: 760-408-4546 Ext. 612



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? Yes

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: Riverside Poly High School

Exact Course Title: Broadcast Journalism/ 185211

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #9?

No

8(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

9. If the answer to either 26(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 26(a) and (b)., then select the appropriate option from the Online Provider List below:

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10. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

11. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

VPA



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

Yes

If no, skip to item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

<input type="checkbox"/> Agriculture and Natural Resources	--
<input type="checkbox"/> Arts, Media, and Entertainment	Production and Managerial Arts
<input type="checkbox"/> Building and Construction Trades	--
<input type="checkbox"/> Business and Finance	--
<input type="checkbox"/> Education, Child Development and Family Services	--
<input type="checkbox"/> Energy, Environment, and Utilities	--
<input type="checkbox"/> Engineering and Architecture	--
<input type="checkbox"/> Fashion and Interior Design	--
<input type="checkbox"/> Finance and Business	--
<input type="checkbox"/> Health Science and Medical Technology	--
<input type="checkbox"/> Hospitality, Tourism, and Recreation	--
<input type="checkbox"/> Information and Communication Technologies	--
<input type="checkbox"/> Manufacturing and Product Development	--
<input type="checkbox"/> Marketing, Sales, and Service	--
<input type="checkbox"/> Public Services	--
<input type="checkbox"/> Transportation	--