

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Yearbook and Video Production

DATE: September 2009

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(S): 7th and 8th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: NA

PREREQUISITES: Grade of “C” or better in English

COURSE DESCRIPTION:

There will be two distinct components to this class operating simultaneously throughout the year.

Yearbook: This course will provide students with an opportunity to explore the field of print media and journalism by creating the middle school yearbook for the year. The course will offer instruction in media design and editing, proofing, page layout, meeting deadlines, and team management. Students will be responsible for working with the instructor and the printer to meet deadlines and produce the final project.

Video Production: This course will provide students with an opportunity to explore the field of broadcast journalism by contributing to multiple broadcasts of a middle school T.V. news program. The course offers instruction and practice in scripting, proofreading, storyboarding, filming, editing, and DVD/ video production of feature stories, editorials, and PSA videos. Students will also receive instruction and practice in digital image management/editing, basic sound and music production for video and ethical practices.

GENERAL GOALS/PURPOSES:

Students will:

- Gain additional knowledge about broadcast news organization and production.
- Gain additional knowledge about yearbook organization and production.
- Develop and strengthen skills in journalistic reporting.
- Apply knowledge and skills learned to the publishing of the school T.V. news broadcast and yearbook.
- Manage time to meet deadlines.
- Develop a sense of personal responsibility and dependability.

STUDENT READING COMPONENT:

Students will:

- Evaluate final product to identify strengths and weaknesses.
- Critique all aspects of a broadcast news program and yearbook.
- Be required to read and understand supplementary material reading as it applies to this class.
- Edit all videos and documents produced.

STUDENT WRITING COMPONENT:

Students will:

- Contribute to a regularly scheduled school broadcast.
- Meet deadlines for written segments of yearbook.

- Apply grammar, vocabulary, and punctuation.
- Write, edit, and create layout by deadlines for a yearbook.
- Plan, shoot, edit, and produce reports by deadlines for regular broadcast.
- Present information that demonstrates research from a variety of sources.

STUDENT ORAL COMPONENT:

Students will:

- Conduct successful interviews of students, staff, administration, district personnel, and others as it applies to the yearbook and/or video report.
- Work cooperatively in groups to create the final product.

UNITS OF INSTRUCTION:

I - INTRODUCTION TO JOURNALISM

- A. History: Students will study historical development of journalism from early history of print to modern media.
- B. Source of news: Students will study different forms of media, print, broadcast, Internet/technology, and radio.
- C. Ethics: Students will discuss relevance of ethics in modern journalism, study historical cases that involve ethics in journalism, and relate Mustang Character Pillars to the stories they publish in class.
- D. Broadcast Video Terminology: Students will develop a working vocabulary of words related to video and yearbook production.

II - WRITING

- A. Video news: Students will script, shoot, edit, and produce news and feature stories for weekly news broadcasts.
- B. PSA: Students will plan, develop, script, shoot, edit, and produce public service announcements which are pertinent to the needs or interests of the audience of the weekly school news program.
- C. Sports: Students will study and produce broadcasts reviewing sports games, with a primary focus on middle school.
- D. Editorials: Students will learn to write editorials, proof, and support their opinions.

III - COMPOSING FOR THE NEWS REPORT

- A. Generating ideas: Students will work in cooperative groups to brainstorm ideas for stories.
- B. Accessing information from a variety of sources: Students will learn communication skills, contact outside community sources, conduct interviews, and do research on stories.
- C. Note taking: Students will take notes and keep an updated agenda with deadlines for publishing.
- D. Composition: Students will write stories for video reports.
- E. Revising and editing: Students will learn the skills required for revision and editing; students will peer-edit news stories and some will serve as editors for different sections of Yearbook.

IV - CRITICAL THINKING AND ANALYSIS

- A. Student publications, professional magazines, and newspapers: Student will learn to write critiques of broadcasts including their own. Students will become familiar with rubrics used in evaluation process, and will learn to apply to their own work and the work of classmates.

V - MANAGEMENT SKILLS

- A. Editorial evaluation of articles: Students will earn the right to become editors; student editors will be responsible for managing their team, meeting deadlines, and doing revisions to works.
- B. Layout and photography evaluation: Students will learn to do page layouts, take photos both still and action, and create pages that are cost effective, serve a purpose, and are aesthetically pleasing.

VI - TECHNOLOGY SKILLS:

All students will learn to use the following technology tools. As students progress and fill roles within the class, they will become “experts” in particular technology areas while focusing their studies on becoming basic at all levels, and advance in one or two areas. These areas include:

- A. Word processing
- B. (online) Desktop publishing and page layout
- C. Graphic design
- D. Digital still and video cameras
- E. File types and management
- F. Nonlinear Digital Video Editing software

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- (6-8) **Standard 1.0:**
Students will write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose.
- (8) **Standard 1.1:**
Students will create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- (6-8) **Standard 2.0:**
Students read and understand grade-level-appropriate material.
- (6) **Standard 2.1:**
Students will identify the structural features of popular media and use the features to obtain information.
- (7) **Standard 2.1:**
Students will understand and analyze the differences in structure and purpose between various categories of informational materials.
- (8) **Standard 2.1:**
Students will compare and contrast the features and elements of consumer materials to gain meaning from documents.
- (7) **Standard 2.2:**
Students will locate information by using a variety of consumer, workplace, and public documents.
- (8) **Standard 2.6:**
Students will use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST’s:

Writing and Reading

LAB FEE, IF REQUIRED:

None

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** As they understand and use appropriate sources to find information, research subjects, and complete class assignments.
- **Effective Communicators:** By speaking to a variety of sources throughout the year and working in small groups. The students will understand what it is to be effective communicators, develop the

necessary skills to enhance their ability to communicate effectively, and regularly practice those skills.

- **Quality Producers:** As they write and produce appropriate reports, take appropriate photos, and layout the yearbook using the appropriate technology to ensure all work is to the best of their abilities.
- **Constructive Thinkers:** As they are required to select the appropriate resources for gathering information. They will then need to analyze and synthesize that information in to a usable format.
- **Collaborative Workers:** Through the study of group dynamics. Students will learn how to implement those dynamics learned in a functional group and in group projects.
- **Responsible Citizens:** Through the course work and units of study. Students will develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.