

**RUTHERFORD PUBLIC SCHOOLS**

**ENGLISH LANGUAGE ARTS**

**GRADE 5**

**BROADCAST JOURNALISM  
CURRICULUM**

**2016**

**Approved by the Rutherford Board of Education  
March 21, 2016**

**Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016**

## **INTRODUCTION**

This course covers the basics of news media production as well as news analysis. Students will study journalism fundamentals (What is news? What is the purpose of the news media in a democracy? How can bias be detected?), news writing, feature writing, editing, newspaper design, ethics, law and media ownership. Students will analyze and create texts for various styles of print media before moving on to analyzing and creating broadcast news exemplars. Students will contribute to an in-class news-style program that involves writing and performing both live and on video.

Experience with and knowledge of the arts is a vital part of a complete education. Education in art, music and drama is an essential part of an academic curriculum for the achievement of growth. An understanding of these arts offers tools for student development. Furthermore, an introduction to the integrated arts cultivates a variety of the multiple intelligences.

For students, an education in an arts-infused course provides opportunities for:

- Creative and inventive decision-making
- A variety of ways of communicating ideas, thoughts, and feelings
- An enhanced sense of poise and self-esteem
- Confidence to undertake new and unusual tasks
- Increased ability to achieve success across the academic curriculum
- Teamwork that fosters leadership skills

## **NEW JERSEY STUDENT LEARNING STANDARDS**

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS**

### **STANDARD 1.1**

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

### **STANDARD 1.2**

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

### **STANDARD 1.3**

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### STANDARD 1.4

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### **NEW JERSEY TECHNOLOGY STANDARDS**

#### STANDARD 8.1

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

### **21<sup>st</sup> CENTURY LIFE and CAREERS STANDARDS**

#### STANDARD 9.2

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:** Review career goals and determine steps necessary for attainment

### **COURSE OUTLINE**

- Media Literacy
  - “Is Media a Mirror or a Window?”
  - The Business of Media
  - Media Influence and Saturation
    - “How Do You Know What You Know?”
      - Slanting News
      - Spinning News
      - Propaganda
- History of Journalism
  - Journalism in the United States of America
    - The 1<sup>st</sup> Amendment
    - The Free Press
  - Journalism Around the World
    - Comparative Study with United States of America
    - State-Run News Organization
- Mass Media Genres
  - The Print Media
    - Book Industry
    - Newspaper Industry
    - Magazine Industry
  - The Electronic Media
    - The Recording Industry
    - The Radio Industry
    - The Movie Industry
    - The Television Industry

- The Internet Industry
- The Video Game Industry
- The App Industry
  
- Journalistic Technique
  - Writing Styles
    - Subjective
    - Objective
    - Editorializing
    - Writing with “Spin”
  - The Essential Elements of Writing
    - Grammar
    - Mechanics
    - Usage
    - Modifiers
    - Qualifiers
    - Abstractions
  - Techniques
    - “Who, What, Where, When, Why & How”
    - Styles of Interviewing and Questioning
  
- Presentation Techniques
  - Live Reporting
  - Recorded Reporting
  
- Technical Techniques
  - Camera use
  - Editing techniques

## **METHODS OF ASSESSMENT**

### Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation/Group Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  
- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an

annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment with state approved standards.

## **GROUPING**

Broadcast Journalism is a heterogeneously grouped class that is open to all 5<sup>th</sup> grade students. There is no pre-requisite.

## **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Broadcast Journalism Grade 5 is a quarter class.

## **RESOURCES**

- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
  - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
  - Students shall use computers to digitally edit video footage.
  - Students shall use digital cameras for filming.

## **METHODOLOGIES**

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that

includes information about career areas of interest, goals and an education plan.

- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

### **SUGGESTED ACTIVITIES**

- Analysis of:
  - Recorded news
  - Live news
  - Print news
- Use the same news item to create different genres and analyze genre impact
  - Recorded news
  - Live news
  - Print news
- Create an in-class news program
- Learn all of the jobs
- Story board creation
- Script writing

### **INTERDISCIPLINARY CURRICULUM COORDINATION**

Interdisciplinary curriculum coordination will be done with the social studies department on a regular basis. There are possible connections to the business and technology departments. Throughout the year, students will use resources from these departments in order to complete various research reports and presentations. This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

### **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can

learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **PROFESSIONAL DEVELOPMENT**

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

Week One	Week Two	Week Three	Week Four	Week Five
<p>Introduction to journalism and technical aspects of the course</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Written News Piece</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Filmed News Piece</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Written Sporting News</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Filmed Sporting News</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>
Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<p>Genre to be studied, critiqued and created: Written Entertainment News</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Filmed Entertainment News</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Written Editorial</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Filmed Editorial</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>	<p>Genre to be studied, critiqued and created: Student Choice</p> <p><i>*Students will be required to keep a media journal in which they analyze one piece of media that impacted them each day.</i></p>