Arts, Audio/Video Technology and Communications: Journalism and Broadcasting

Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

*This Career Pathway Plan of Study (based on the Journalism and Broadcasting Pathway of the Arts, Audio/Video Technology and Communications Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Journalism and Broadcasting Pathway	SAMPLE Occupations Relating to This Pathway
	Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Arts, Audio/Video Technology and Communications • Information Technology Applications	▶ Art Director ▶ Audio-Video Operator ▶ Broadcast Technician ▶ Control Room Technician ▶ Design Director ▶ Editor ▶ Journalist ▶ Light Director ▶ Producer ▶ Publisher ▶ Radio and Television Announcer ▶ Reporter ▶ Researcher ▶ Station Manager ▶ Writer
SECONDARY	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Media Arts Fundamentals • Journalistic Research	
SECONDARY	11	English/ Language Arts III	Algebra II	Physics	Political Science Economics		• Publication Journalism	
	College Placement Assessments-Academic/Career Advisement Provided							
SECONDARY	12	English/ Language Arts IV	Trigonometry or other math course		Psychology		• Broadcast Journalism	
	Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Ethics and Legal Issues • Electronic Media Production	
POSTSECONDARY	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History		• Technical and Design Aspects of Broadcast Production • Journalism and Broadcasting Business Issues	
POSTSECONDARY	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization	
POSTSECONDARY	Year 16						• Complete Journalism and Broadcasting Major (4-Year Degree Program)	

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SAMPLE

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

1 Crosswalk the Cluster Foundation Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=84**) to the content of your existing secondary and postsecondary programs/courses.

2 Crosswalk the Pathway Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=15**) to the content of your existing secondary/postsecondary programs and courses.

3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.

4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.

5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)

6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.

7 Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.

8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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SAMPLE Sequence of Courses for ▶ Instructional Leaders ▶ Administrators ▶ Counselors ▶ Teachers/Faculty

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=84. These skills are reinforced through participation in student organization activities.

#1

Introduction to Arts, Audio/Video Technology and Communications: This course provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth. Students will analyze the history and evolution of the arts, audio-video technology and communications in relation to their current place in society and the economy. Learners will be exposed to a variety of careers and cluster foundations knowledge and skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Information Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to information technology applications prior to entry into high school. Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=15. These skills are reinforced through participation in student organization activities.

#3

Media Arts Fundamentals: Students will learn about the design and makeup of materials and machines used to make the products we use in our everyday lives. Students will use artistic elements to design and produce actual hands-on projects through individual and mass production techniques. Emphasis will be placed on developing and maintaining a safe and healthy work environment related to the arts, audio-video technology and communications.

The following courses expose students to Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=15 and should include appropriate student activities.

#4

Journalistic Research: This course introduces students to the processes and equipment used to gather information and conduct research needed in journalism and broadcasting careers.

#5

Publication Journalism: Students will explore career opportunities in journalism including media companies, radio and television stations, newspapers and news magazines, and other news outlets. Students will study the history of journalism and its role in society and develop an awareness of cultural, regional, and diversity issues. Specific content will include writing processes used for various journalism media, including how to obtain information for writing the story; developing the story for print, on-line and broadcast; learning how photographs support the story; and analyzing the similarities and differences in editorial, feature and news writing styles.

#6

Broadcast Journalism: Students will explore careers in broadcasting. Students will develop and emphasize writing skills; define terminology associated with television broadcasting; and analyze how to develop a complete television project, a complete radio project and an on-line project.

#7

Ethics and Legal Issues: Students will analyze ethical principles of decision making related to writing, creating, printing, broadcasting and performing. Students will analyze and apply knowledge of copyright laws in relation to seeking formal permission to use materials and other issues of liability associated with productions and performances, media, and telecommunications installations.

#8

Electronic Media Production: Students will develop the ability to plan and deliver a broadcast production including analyzing the elements of a newscast production while practicing techniques that demonstrate announcing competence. Students will learn about selecting a wardrobe suitable for on-camera appearances, functions of production, promoting productions, image-capturing and graphics design, and various musical radio formats.

#9

Technical and Design Aspects of Broadcast Production: Students will demonstrate knowledge and understanding of technical support related to broadcasting including various equipment, production activities, running a board shift, and developing a set design including lighting, props and atmosphere.

#10

Journalism and Broadcasting Business Issues: Students will study business issues related to journalism and broadcasting. Students will analyze the business and economic factors that influence programming, content and distribution. Other content includes the use of promotional materials, standard public service announcements, commercials/ads, press kits and advertising tags.

Notes