

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>Department:</u>	<u>School:</u>
<u>Course:</u> Media Class or, Student Government	<u>Grade Level(s):</u> 9-12	<u>Department:</u>
<u>Period(s) Participating:</u>	<u>Anticipated # of students:</u>	<u>Grade Level(s):</u>
<u>Project Name:</u> School News		<u>Anticipated # of students:</u>
<u>Date Submitted:</u>		

SECTION 2 Project Description:

Students develop a weekly television program that is broadcast to the entire student body and staff. They develop the scripts, write special segments, film and edit the segments, set up the studio and broadcast a live show. The emphasis of the show is two-fold; to entertain and inform

SECTION 3 Community Need(s):

This is the opportunity for members of the school community to receive the same information at the same time in a way that engages students. Regular features give news for seniors, college and career info, clubs, and sports. Special segments on timely issues such as Black History Month, the Don't Fight Unite campaign, instructions for school safety and celebrations of student and staff achievement serve our entire community.

SECTION 4 Community Partner(s):

The project involves our entire school community as subject matter and audience; teachers, students, staff and parents. A local cable station might provide equipment and technical training.

SECTION 5 Student Voice

Students produce the shows, write the scripts, create the storyboards, design the camera angles, choose the music for the spots, design the graphics, and run all equipment for the broadcast

SECTION 6 California Content/Skill Standard(s)

Creative Expression Component

Standard #3: Students develop knowledge of the artistic skills in a variety of visual arts media and technical processes.

Standard #5: Students develop skills in the visual arts and appreciation for using the visual arts in lifelong learning.

(OVER)

SECTION 7 Project Components:

Students

- learn how to use all the equipment
- learn special techniques for on-air talent
- choose a theme for that week's show
- gather current news for the senior, college, club and sports segments
- design and paint special backdrops
- direct, act in and edit the special segments
- run a dress rehearsal the day before the broadcast
- set up and broadcast the show live

SECTION 8 Reflection Prompts

- Students regularly screen their work.
- The footage is critiqued by teacher and peers for technical and artistic value.

SECTION 9 Outcomes and Assessments:

Outcomes - Students learn to

- work as a team in a very fast-paced, high pressured environment
- produce a weekly live broadcast TV show
- use a variety of studio TV equipment; cameras, walkie-talkies, sound boards, switchers
- become effective communicators & entertainer

Assessment – Final product & audience appeal/feedback

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____
Teacher Signature

Approved: _____ Date: _____
Principal or designee Signature

Original to: _____APSCS **Copies to:** _____SIS Coordinator _____Teacher(s)

