

The Academies of Secaucus High School

Media & Communications Academy Manual

**Student/Parent/Faculty/Administrator Manual
2009-2010**

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Est. 2009

The Secaucus Board of Education, District Office, administration and/or department facilitator reserves the right to amend this handbook.
Parents will be given prompt notification if changes are made.

“WE STRIVE FOR EXCELLENCE”

INTRODUCTION

The successful Media/Communications Academy at Secaucus High School is presently in its fourth year. The academy was created to develop a smaller learning community within Secaucus High School. This small learning community offers a personalized learning structure housed within the walls of a traditional high school. Research has proven that student outcomes have improved within the smaller school experience. The academy integrates academic and vocational instruction including work-based learning opportunities for students that prepares them for postsecondary education and employment. The Media/Communications Academy offers academic and career based instruction within its curriculum that meets the requirements of the New Jersey State Department of Education.

The Media/Communications Academy manual provides the path that students will follow throughout their high school education. This informational manual incorporates the coursework and contact information for answering any questions that may arise during the student's academic career.

The Media/Communications Academy has improved student motivation and achievement. The outstanding attendance record of the academy student is another key factor to the success of the program. The coursework is analyzed every year for its success and restructured as deemed necessary to keep the academy on a dynamic educational path.

The development of a media production laboratory is required for broadcasting. Additional equipment for a daily event simulcast is considered necessary for the educational process in this area to move forward. Additional classroom space is needed for instruction and broadcasting to be integrated. A facilitator for the academy to guide students through their four years of high school is also needed.

VISION STATEMENT

The Media/Communications Academy will provide students with an opportunity to explore the mass media and communication fields within our global economy. The coursework of the academy will embed career experience through real-life opportunities and instruction. Through the academy experience, students will understand the influence that the mass media has on society. Students will learn to work within a group under a series of deadlines toward a common goal. The young men and women of the academy will experience the education they need to enter the job market or move on to a postsecondary education in any career choice.

MISSION STATEMENT

The mission of the Media/Communications Academy is to provide students with the skills and knowledge that develops traditional, digital, and audio-visual communication skills while expanding the comprehension of academic subjects and preparing students for 21st century skills. Students will learn the art of self-discipline and teamwork while building self-confidence through the production of a finished product. Academy graduates will have the professional skills and vision, the knowledge of other disciplines, and the attitudes toward lifelong learning needed to succeed in a constantly evolving global job market.

ADMISSIONS

Students interested in participating in the Media/Communications Academy at Secaucus High School must apply for membership. The application for admission is contained within this manual. Students are required to answer all questions and must have the application verified by the assistant principal and respective guidance counselor. A teacher recommendation form is to be completed. Upon completion of the application by the student and parent/guardian, an interview will be scheduled for the candidate to meet with the departmental facilitator. This interview may be conducted in a group or on an individual basis.

Once a student is accepted, the first assignment is to be completed for the first meeting. Students will be given a technology inventory to be completed and a 1-2 page typed, double-spaced MLA format addressing this statement: Describe the person who most inspired you to achieve your academic goals. This will become part of the portfolio that will be on going through the four years in the academy.

Academic Requirements:

Media/Communications Academy:

Academic Requirement: At least a 2.0 GPA with no course failures.

CURRICULUM

The curriculum of the Media/Communications Academy is for the most part, project based. In a project based curriculum, students learn to become internally motivated. The built in determination to complete a meaningful project fosters student success in a collaborative situation. Students develop exceptional communication skills. All participants learn to assess the successes and failures of projects that will prepare them for the next phase of life after high school.

By giving students the opportunity to link their academics to a career in a way that leads to academic achievement, the Media/Communications Academy engages many at risk students who might have had disciplinary problems or would eventually be lost from the school system altogether. Learning becomes significant by using a career as a framework for learning.

The Media/Communications Academy will offer community based service learning opportunities through a senior internship. Contact has been made with the Secaucus based Major League Baseball Cable Network. A positive response from the network for the establishment of an internship is expected.

As of this writing, there is no college affiliation associated with this program of studies. However, Secaucus High School does have an agreement with Saint Peter's College in Jersey City. We have had senior students take college courses for credit in the spring of their senior year.

Additional opportunities for the Media/Communications Academy students are provided through guest speakers, field trips, and the creation of a broadcasting course. Guest speakers are retired or currently working in the media field. Field trips are media based tours through New York television studios. The Broadcasting Live course will give

students the opportunity to write produce, manage, and promote a daily on-air cable network news show for the Secaucus Board of Education Cable Network.

Mandatory school activity based film projects will become part of the student's portfolio. These projects will be aired on the Board of Education Cable Network. The mandatory film projects foster students' involvement in school activities while allowing the community to witness the positive influence of the school district.

Regularly scheduled seminar meetings and informal discussions with students and staff involved in the small learning community of the Media/Communications Academy is not only important, but also necessary to the growth and forward development of the academy. The seminar gives time to review portfolios, discuss ideas, and prepare students for internships and college.

**The Media/Communications Academy
Secaucus High School
2009-2010**

Objectives:

- To increase student awareness, acceptance, and respect for the media arts.
- To collect, synthesize, and organize information. Students' work will culminate in getting a message across to a mass audience.
- To foster cooperation that is necessary for successful team or group effort.
- To provide students with career exploration and employment skills to become lifelong learners.
- To help each individual student exceed the requirements of the New Jersey Core Curriculum Standards in all disciplines.
- To provide opportunities for students to develop their talents into career goals.
- To offer students a variety of professional opportunities and career training.
- To use critical thinking skills to analyze and improve work.
- To operate and understand the functions of all equipment used in production.
- To identify the traits, skills, and training necessary to become part of the industry.
- To write, produce, direct, and edit a variety of television programming.
- To exhibit a sense of responsibility in studio production regarding the selection and quality of production topics, use of appropriate equipment, and adherence to production deadlines.
- To demonstrate appropriate communication skills in a workplace environment.
- To demonstrate computer operations in television production.

Course of Study

The Media/Communications Academy allows for the full exploration of career opportunities in the field of video production and the mass media. The Media/Communications Academy coursework is designed to provide students with a real-life work experience while heightening their awareness of the influence that the media has on their lives.

COURSE OF STUDY

FALL

SPRING

NINTH GRADE

Math
English 9
World Language
Pubic Speaking

Science
World History
Writing/Res.-Phys.Ed./Health
Computer Graphics

TENTH GRADE

Math
Science
Phys. Ed./Drivers Ed.
TV Production I

U.S. History I
World Language
English 10
TV Production II

ELEVENTH GRADE

Math
English 11
U.S. History II
Editing

Science
Phys. Ed./Health
Advanced Film Making
Writing for Media

TWELFTH GRADE

Broadcasting Live
English 12
Phys. Ed./Health
Animation

Broadcasting Live
Internship

Courses recommended for Media/Communications Academy Students (as presented in our program of studies guide):

PUBLIC SPEAKING – 0166

5 Credits

9-12

This course explores and develops creative skills in self-expression and provides opportunities to perform poetry, prose, and drama. In addition, the elective also introduces the arts of formal speech making and debating.

COMPUTER GRAPHICS I – 0396

5 Credits

9-12

Prerequisite: Introduction to the IBM Personal Computer

After a brief introduction to the windows operating environment, the student will learn to use Corel Draw 3, the standard in graphics programs. This program combines the features of drawing, painting, charting, and creating presentations. The student will learn to produce striking visual effects.

VIDEO PRODUCTION I – 0172

5 Credits

10-12

Video Production I is a hands-on course in which students, working in groups, progress through a series of introductory camera and editing exercises. The focus will be on the effective use of video equipment.

VIDEO PRODUCTION II – 0173

5 Credits

10-12

Prerequisite: Video Production I

In Video Production II students will hone the skills developed in the first part of this course. Students will produce an original long form video production taped on location.

WRITING FOR MASS MEDIA – 0174**5 Credits****11-12**

Writing for Mass Media is an introduction to various types of media writing, style, and copy editing techniques. Special emphasis will be given to research techniques for media writing and on writing styles for print, broadcast, public relations, and advertising.

EDITING – 0175**5Credits****11-12**

Basic knowledge and skills of audio and video editing will be presented and explored. Students will understand how messages are reconstructed through the selective ordering of images and sounds.

ADVANCED FILMMAKING – 0151**5 Credits****11-12**

Prerequisite: TV Production I, TV Production II, Editing

This course is an advanced class that builds upon the skills learned in TV Production and Editing with emphasis placed on direction and production. Students refine their writing, shooting, directing, and editing abilities. Importance is placed on using program proposals, scripts, and storyboards to produce refined professional productions.

BROADCAST LIVE – 0152**5 Credits****12**

Prerequisite: TV Production I, TV Production II

This course focuses on the practical hands-on application of broadcast production. Students will write produce, manage, and promote a daily on-air cable network news show.

ANIMATION – 0153**5 Credits****12**

Students will study the history of animation and produce computer-generated video slides and animation. Classic examples of computer-generated animation will be screened and discussed extensively. No prior programming skills are required.

ACADEMY INTERNSHIP – 0049**5 Credits****12**

The Academy Internship is offered to those seniors who are enrolled in the Academy Program offered by Secaucus High School. By interning in local industries/businesses pertinent to the Academy, students will have the opportunity to get hands-on experience in the professional realm, in addition to utilizing the acquired skills obtained through four years of intensive Academy work. The ultimate intention of this internship is to have the Academy students acquire the real-world experience and skills that are not possible to obtain within the confines of a high school classroom, preparing them for higher education or employment in industry.

**Curricular Strands
New Jersey Clarification Project**

The 2009 standards reflect current research, exemplary practices, national and state standards and standards from other countries. They were drafted by taskforces consisting of educators and experts recognized for their content area expertise and for demonstration of excellence as practitioners in their respective fields. In each content area, standards and cumulative progress indicators align with the knowledge and skills needed for **post-secondary education and the workplace.**

<http://www.nj.gov/education/aps/cccs/2009>

Standard 1: Visual and Performing Arts

Mission: The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

Standard 1.1 Aesthetics

All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual arts.

Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts.

Standard 1.2 Creation and Performance

All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, presentation of dance, music, theater, and visual art.

Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Standard 1.3 Elements and Principles of the Arts

All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.

Standard 1.4 Critique

All students will develop, apply and reflect upon knowledge of the process of critique.

Big Idea: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

Standard 1.5 World Cultures, History, and Society

All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Big Idea: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

Standard 3: Language Arts Literacy

Mission: Learning to read, write, speak, listen, and view critically, strategically, and creatively enables students to discover personal and shared meaning throughout their lives.

Standard 3.1 Reading

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: The ability to read a variety of texts requires independence, comprehension and fluency.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: Writing is the process of communicating in print for a variety of audiences and purposes.

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Big Idea: Listening is an active process to gain understanding.

Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Standard 8: Technological Literacy

Mission: Technological literacy is a problem-solving tool that enables learners to solve human problems, enhance human life, and understand the processes used to extend human capability in a highly technical world.

Standard 8.1 Computer and Information Literacy

All students will use computer applications to gather and organize information and to solve problems.

Big Idea: A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

Standard 9: Career Education and Consumer, Family, and Life Skills

Mission: Through Career and Technological Education, students identify and pursue career goals, apply communication and critical thinking skills, develop employability skills, and plan for further education and employment.

Standard 9.1 career and Technical Education

All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

Big Idea: Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

Standard 9.2 Consumer, Family, and Life Skills

All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

Big Idea: All students will demonstrate critical life skills in order to be functional members of society.

ASSESSMENT

Student progress will be tracked within a portfolio. This portfolio will be a collection of student work that will exhibit the student's efforts, progress, and achievements. In the Media/Communications Academy, it is especially important for teachers and students to work together to assess and evaluate work. A showcase portfolio will be used for the summative evaluation of students' mastery of key curriculum outcomes. The portfolio will focus upon students' performance-based learning experience as well their acquisition of key knowledge, skills, and attitudes. The portfolio will represent a variety of assessment tools. The portfolio will contain a variety of work samples and evaluations of work by the student, peers, and teachers.

Improvements in student performance are essential to the academy's mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity. Student academic performance includes a variety of indicators including attendance, subject retention, field terminology, technical concepts, and portfolio assessment.

Student internships take students out into the community to experience a real world job education. Internship assessment is done by a close partnership with the sponsoring organization. The internship coordinator and their onsite professional supervisor will assess the student's performance and competency. A daily journal of events recorded by the student is an ongoing process during the internship. A mid internship evaluation is performed to review student progress. At the end of the internship, the student will prepare a final report to summarize the field experience.

Educational Internship Outcomes

Students will learn:

- A work ethic and work values
- Skills to help students compete effectively on the job and in life
- To improve interpersonal relations and communication skills
- To improve organizational skills
- To work independently
- Research skills
- Report writing
- Cooperative team working skills
- To complete work on time
- To be positive, professional, and articulate
- To be dependable, to show initiative, and to be self motivated

TECHNOLOGICAL INTEGRATION

The Media/Communications Academy strives to provide an excellent and thorough education employing varied pedagogical methodologies and techniques. Considering its increasing significance, technology is utilized in many forms to help students more concretely and absolutely access the NJCCS. Therefore, technology is infused into assignments with appropriate, purposeful, and practical applications of technology within the academy.

The Media/Communications Academy uses Mac Pro computers. The video editing software begins with Imovie and progresses to Final Cut Pro. Imovie allows students to learn basic editing techniques. Final Cut Pro, used by most post secondary institutions, goes beyond mere editing techniques with tools for real-time video and audio production. Final Cut Pro software will have students ready for an entry level editing position in the industry.

Adobe Photoshop CS, a state of the art graphics program, is used both in the industry and at post-secondary institutions. The Computer Graphics course is conducted in the computer lab on either personal computers or terminals connected to the district network.

Computers, software, video cameras, microphones, tripods, and lights are all pieces of technology that enable students to create their works of art. This integration of technology creates effective classroom learning with 21st Century knowledge and career skills.

GUIDANCE

The Guidance Department is most often the first of the educational staff that the student meets. In June, the guidance staff meets with all eighth graders to explain course offerings. The role of the guidance counselor is to inform students of their options in their academic track and to ensure that the student stays on track. The guidance department's job within the academy is to assist in the scheduling of courses. The guidance counselor is a key part of the decision process in the acceptance into the Media/Communications Academy. The counselor's task is to obtain parental permission for the student to enter the academy. The guidance department is important to the operation of the academy. Counselors understand the necessity of group scheduling and provide this for the academy students. The guidance department understands the needs of the academy and helps in the recruiting of students that pose an interest in the media world. Academy information for students and parents should be incorporated into the Guidance Department website and newsletter.

MENTORING

A mentor is a guide for a student. A mentor will listen, answer questions or help find the answers, and share with students all of those things that they wish someone had told them when they were seniors in high school. Mentors want to make sure that students are able to reach the goals students want to reach. Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. A mentor is an adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and constructive example.

The mentors in the Media/Communications Academy are the staff that teaches within the academy, the guidance counselors, administrative staff, facilitators, and eventually the professional supervisor from the sponsoring organization.

RECOGNITION

Secaucus High School provides an opportunity for special recognition to all seniors who graduate on time and complete all Media/Communications Academy requirements. The special recognition awarded for students is the Academy Graduation Medal. The medal is to be worn around the neck of the qualified academy graduates at their graduation ceremony. Academy students will be deemed "qualified" to wear the medal by completing ALL academy academic requirements as listed below:

- Maintain a good standing in the academy at all times
- Graduate "on-time" with the students' class
- Graduate with a minimum 2.0 GPA overall
- Adhere to school attendance policy
- No outstanding "F" grades
- Complete an internship

A Media/Communications Academy Participation Award Certificate will be presented at the Senior Awards Ceremony at the end of the school year. Academy participation will also be noted on the student's transcript.

CONCLUSION

The aim of the Media/Communications Academy is to prepare students for post secondary education and a career. The academy gives students the opportunity to complete college entry academic requirements while exposing them to the media occupation career field. Students will graduate from the Media/Communications Academy with skills needed for an entry-level position as a production assistant in the media field. The academy increases the level of student motivation. The academy also provides support to students to increase their achievement. This comes through close relationships with teachers, fellow students, rigorous and relevant curriculum, and exposure to career and educational options outside the high school.

Every student in Secaucus High School needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, the Media/Communications Academy has aligned its classroom environment with real world environments by infusing 21st century skills.

The Academies of Secaucus High School

Dear

We are pleased to announce your acceptance into the _____ Academy. Your application has been reviewed and accepted. Requirements for your participation in this program are the following:

- Mandatory seminar attendance.
- Active participation in the seminars.
- Completion of all assignments.
- Community service requirements pertaining to respective academy.

Dr. Dimichino, Mrs. Wilson, Mrs. Kuchar, and Mrs. Gerbasio have been actively involved in the development of the various academies. We look forward to working with you as you embark on your journey.

Your assignment, to be completed before our first meeting, is as follows:

1. **Identify:** Complete technology inventory
2. **Journal:** Describe the person who most inspired you to achieve your academic goals. This assignment should be 1-2 pages typed, double-spaced, and MLA format.

You may contact any of the staff members, either in person or by email at the addresses listed below, with any questions you may have. If you contact us by email, please put "*Academy*" in the subject box.

Congratulations! We are so pleased to welcome you to this new program.

Sincerely,

Dr. Dimichino	ddimichino@sboe.org
Mrs. Wilson	fwilson@sboe.org
Mrs. Kuchar	kkuchar@sboe.org
Mrs. Gerbasio	dgerbasio@sboe.org

The Academies of Secaucus High School

APPLICATION FOR MEMBERSHIP – Please select one

_____ SCIENCE & MATH ACADEMY

_____ BUSINESS & TECHNOLOGY ACADEMY

_____ MEDIA & COMMUNICATIONS
ACADEMY

_____ FUTURE TEACHERS ACADEMY
(beginning in the Fall, 2010)

APPLICANT INFORMATION

First Name	Last Name	School	Today's Date	Grade
Address		City	State	Zip
Home Phone Number	Student Alternate Phone Number	Parent Emergency Phone Number		

Name of Teacher Reference: _____

Prior Related Experience (summer employment, community work, clubs)

From	To	Role/Job Title	Duties
Organization or Business Name		Contact Reference Name	Contact Phone Number
From	To	Role/Job Title	Duties
Organization or Business Name		Contact Reference Name	Contact Phone Number

The Academies of Secaucus High School

TEACHER RECOMMENDATION

ACADEMIC REQUIREMENT – as per the respective academy

The following student has applied for acceptance into one of the following Academies of Secaucus High School:

Science & Math Academy

Business & Technology Academy

Media & Communications Academy

Future Teachers Academy

Would you kindly comment of their work ethic, level of respect for others, and dependability.

Name of Student: _____

Name of Teacher: _____

Date: _____

Rating: _____ (1=Excellent, 2=Good, 3=Fair)

Comments: _____

Teacher's Signature: _____

Please return this form *as soon as possible* to the respective department facilitator/teacher:

Science & Math Academy – Dr. Daniela Dimichino

Business & Technology Academy – Felice Wilson

Media & Communications Academy – Debbie Gerbasio

Future Teachers Academy – Kathy Kuchar

Thank you for your time.

The Academies of Secaucus High School

Explain why you would like to participate in the academy of choice:

____ Science & Math Academy

____ Business & Technology Academy

____ Media & Communications Academy

____ Future Teachers Academy

Signature Section:

1. I/We verify the information on this application is true and accurate.
2. I/We have read, understand and agree with the requirements, and understand that all policy and rules for the District of Secaucus remain in effect and apply to any volunteer or other work.
3. I/We understand that any application requires the student to attend either group or individual interview and seminar time after school.

Student Printed Name	Student Signature	Today's Date
Parent/Guardian Printed Name	Parent/Guardian Signature	Today's Date

Please return this application to the Guidance Office for further verification by the assistant principal and your guidance counselor.

Assistant Principal referral for respect, work ethic and dependability: (Key: 1= Excellent, 2= Good, 3= Fair)

Rating	Assistant Principal Printed Name	Assistant Principal Signature	Date
Comments			

Counselor Information

GPA	Counselor Printed Name	Counselor Signature	Date
Comments			

INTERNSHIP PROPOSAL

Student's name:

Sponsoring individual:

Name of agency:

Web address:

Mailing address:

Internship start date:

Internship completion date:

Internship schedule:

Days:

Time/Class Period:

**Description of internship duties/assignments/projects:
(Please list in order of importance and be as specific as possible)**

Who is directly responsible for the on-site supervision?

Sponsor's signature: _____ **Date:** _____
(or verification by Internship Coordinator by telephone)

-----**FOR OFFICE USE ONLY**-----

Term _____ Year _____

- Cross-age teaching for credit
- Hours complete
- Attended reflection session

- Journal submitted on time
- Essay submitted on time
- Credit conferred
- Graduation requirement met

