



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Broadcasting I

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Approved by the Midland Park Board of Education on
August 15, 2017

CCCS born on 9/2012
Addendum 5/2016
NJSLS born on 8/2017

Broadcasting 1

This course focuses on the fundamentals of Television Production from developing and organizing ideas, to scripting and planning productions, through the rehearsal process, filming and post-production work. This is a collaborative course, requiring students to work in a team environment. Sometimes a student will be in charge, communicating their needs and ideas to others; sometimes they will be on a crew, executing the directions of others.

Students will have ample opportunities to learn all the aspects of production through activities, short readings, class discussion and projects in class. Skills such as clear and concise writing, effective public speaking, and practical interaction with others will be stressed.

Suggested Sequence of Course:

Semester 1: Field Production

Students will learn how to manage a remote production. They will train in Electronic Field Production (EFP) and Electronic News Gathering (ENG) by producing news packages, interviews, and special projects.

1. Unit 1 - Review/Introduce Basic Television Production Concepts:
 - *Basic TV Production Process and Terminology*
 - *Equipment Operation/Demonstration/ Labs*
 - *Framing Composition/Shot Types/Camera Movement*
2. Unit 2 - PSA
3. Unit 3 - MPHS Promo
4. Unit 4 - News/Sports Package
5. Unit 5 - Live Events (TBD - on-going) Non-Scripted

Semester 2: Studio Production

Students will learn how to produce studio productions. They will train in a controlled environment and within the confines of the studio space to produce full television programs such as talk shows, demonstration programs, news broadcasts and sports recaps.

1. Unit 1 - Introduce Basic Studio Production Concepts:
 - *Basic TV Production Process and Terminology*
 - *Equipment Operation/Demonstration/ Labs*
 - *Directing & Crew Positions*
2. Unit 2 - Round Robin Directing & Crew Rotation
3. Unit 3 - Demonstration Show
4. Unit 4 - News Broadcast
5. Unit 5 - Live Events (TBD - on-going) Non-Scripted

Prerequisite: None

Content Area: Broadcasting I - Field Production

Unit Title: Basic Television Production Concepts

Grade Level: 9-12

Unit Summary: Basic production/field production concepts taught through lecture, demos and practical labs

Interdisciplinary

Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):	
CPI#:	Statement:
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none"> How can camera techniques influence the viewer? How can camera techniques communicate effective messages? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Knowledge of the production process, camera parts and operations, camera angles and impact, shot composition and framing. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Conduct successful remote productions utilizing EFP and ENG techniques. Gain knowledge of camera parts and operation through reading manuals and hands-on activities. Demonstrate knowledge of camera angles and effects by creating a demonstration video. Analyze camera angles and effects while viewing feature films and broadcast television. 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word At-Risk Students 	

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S1 - Unit 1 Intro & Field Production	Students will consider the process of how a field production is produced from concept to completion. Students will learn production terms.	1 Week
Equipment Operation	Students will learn how to operate the DSLR cameras, tripods, dolly and microphones.	1 Week
Framing and Shot Composition.	Students will see examples of various shots and learn why and when to use them. Students will recreate the shots they learn about.	1 Week

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I Field Production

Unit Title: Unit 2 PSA

Grade Level: 9-12

Unit Summary: Public Service announcement project incorporates scriptwriting, filming and editing.

Interdisciplinary

Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):		
CPI#:	Statement:	
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.	
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.	
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.	
Unit Essential Question(s):		Unit Enduring Understandings:
<ul style="list-style-type: none"> How do you take an idea from concept to completion? 		<ul style="list-style-type: none"> Identify the basic elements of storytelling through the video medium Using visualization in the pre-production phase
Unit Learning Targets/Objectives:		
<i>Students will...</i> <ul style="list-style-type: none"> Utilize their knowledge of the production process Apply their knowledge of filming techniques to a project Learn and practice various forms of scriptwriting Demonstrate proficiency in basic editing. Analyze the benefits of audio mixing and editing with respect to mood. 		
Formative Assessments:		
Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric		
Summative/Benchmark Assessments):		
Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.		
Modifications:		
<ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word At-Risk Students <ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans 		

Midland Park Public Schools

- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S1 - Unit 2 Scriptwriting	Students will learn about the various forms of scriptwriting. Students will brainstorm ideas for the PSA assignment and write a split column script and/or storyboard..	1 Week
Filming	Students will put into practice their knowledge of framing & composition and camera operation, angles and movement to film their PSA.	1 Week
Editing	Students will learn the basics of editing in Final Cut Pro and/or Avid as they move into the the final phase of production.	2 Weeks

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I Field Production

Unit Title: Unit 3 MPHS Promo

Grade Level: 9-12

Unit Summary: Students will produce a promo for a school club, sport or event. This project incorporates scriptwriting, filming and editing.

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):	
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NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What techniques can you use to manipulate an audience's reaction? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Focus on more than the actual technical process of editing but the power editing has on the overall effectiveness of a film Become proficient on Final Cut and/or Avid Editing Software program </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Utilize their knowledge of the production process Apply their knowledge of filming techniques to a project Learn and practice various forms of scriptwriting Demonstrate proficiency in basic editing. Analyze the benefits of audio mixing and editing with respect to mood. 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric	
Summative/Benchmark Assessments):	
Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	

- **At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- **Gifted and Talented Students**
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S1 - Unit 3 Scriptwriting	Students will practice scriptwriting.	1 Week
Filming	Students will put into practice their knowledge of framing & composition and camera operation, angles and movement to film their MPHS promo.	1 Week
Editing	Students will practice editing in Final Cut Pro and/or Avid as they move into the the final phase of production.	1 Weeks

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I - Field Production**Unit Title: Unit 4 News/Sports Package****Grade Level: 9-12**

Unit Summary: Students will produce a news or sports package for MP-TV.

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

CPI#:	Statement:
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none"> What do you need to create an informative yet entertaining television package? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Pose thoughtful interview questions to help weave an interesting and accurate story Understand the importance of b-roll to all stories Edit complex content into brief packages of information utilizing the Final Cut software in the Mac Lab
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Utilize their knowledge of the production process Apply their knowledge of filming techniques to a project Learn and practice various forms of scriptwriting Demonstrate proficiency in basic editing. Analyze the benefits of audio mixing and editing with respect to mood. 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	

- **At-Risk Students**
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- **Gifted and Talented Students**
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S1 - Unit 3 Scriptwriting	Students will practice scriptwriting. Students will incorporate b-roll and learn about interviewing.	1 Week
Filming	Students will put into practice their knowledge of framing & composition and camera operation, angles and movement to film their News or Sports Package.	2 Weeks
Editing	Students will practice editing in Final Cut Pro and/or Avid as they move into the the final phase of production.	2 Weeks

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I - Field Production & Studio Production**Unit Title: Unit 5 Live Events****Grade Level: 9-12**

Unit Summary: Students will film and edit live events as needed.

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century**Themes and Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

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NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none"> • How should you prepare for filming a live event? • What are some of the challenges you may encounter and how should you handle it? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Comprehensive pre-production will allow for better decision making during the actual event. • Understand the importance of b-roll to all stories • Edit complex content into brief packages of information utilizing the Final Cut software in the Mac Lab
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Create a checklist for a live events. • Survey the location. • Anticipate problems and find solutions. • Utilize their knowledge of the production process • Apply their knowledge of filming techniques to a project • Demonstrate proficiency in basic editing. Analyze the benefits of audio mixing and editing with respect to mood. 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> • Special Education Students - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners - Assign a buddy, same language or English speaking - Allow errors in speaking 	

- Rephrase questions, directions, and explanations
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S1 - Live events Filming	Students will put into practice their knowledge of framing & composition and camera operation, angles and movement to film a live event. Students will think for the edit.	On-going
Editing	Students will practice editing in Final Cut Pro and/or Avid as they move into the the final phase of production.	On-going

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I S2- Studio Production

Unit Title: Introduction to Basic Studio Concepts

Grade Level: 9-12

Unit Summary: Basic studio production concepts taught through lecture, demos and practical labs

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

CPI#:

Statement:

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Unit Essential Question(s): <ul style="list-style-type: none"> How do you set up for a studio production and how is this different from a field production? What are some of the challenges you may encounter and how should you handle it? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Comprehensive pre-production will allow for better decision making during the actual show. Understanding the demands of each role in the studio and the control room. Qualities of an effective leader. The importance of individual roles and how each contribute to the process and the outcome.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Learn how to use studio and control room equipment. Work collaboratively 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric	
Summative/Benchmark Assessments):	
Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks 	

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S2 - Studio Production Concepts: Basic Process and Terminology	Students will consider the process of how a studio production is produced from concept to completion. Students will learn studio production terms.	3 Days
Equipment	Students will learn how to operate the studio cameras, prompter, audio board, microphones and switcher.	2 Weeks
Roles	Students will learn the function of each crew position and the responsibilities of the director.	1 Week
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: Broadcasting I S2- Studio Production

Unit Title: Round Robin Directing and Crew Rotation

Grade Level: 9-12

Unit Summary: Directing and crew positions taught through lecture, demos and practical labs

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

CPI#:	Statement:
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none"> What is the process of setting up and recording a studio production? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Comprehensive pre-production will allow for better decision making during the actual show. Understanding the demands of each role in the studio and the control room. Qualities of an effective leader. The importance of individual roles and how each contribute to the process and the outcome.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Learn how to use studio and control room equipment. Work collaboratively 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	

- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S2 - Round Robin Directing and Crew Rotation: Pre-production.	Students will write open ended interview questions.	1 Days
Crew Rotation	Students will learn how to read the crew chart. Students will take their position and perform their role on a specific piece of equipment during the duration of each individual's mock talk show.	2-3 Weeks (Simultaneously with Director/Producer Lesson)
Director/Producer	Students will learn how to effectively communicate the needs of their script to the crew, delegate responsibility as needed, lead the crew, and call the show.	2-3 Weeks (Simultaneously with Crew Rotation Lesson)

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcasting I S2- Studio Production

Unit Title: Demonstration Show

Grade Level: 9-12

Unit Summary: Practicing studio production through lecture, demos and practical labs

Interdisciplinary Connections: Teamwork, Technology, Communication

21st Century

Themes and Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

CPI#:	Statement:
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.

<p>NJSLS.8.1.2.B.1</p> <p>NJSLS.8.1.P.C.1</p>	<p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>Contribute to project teams to produce original works or solve problems.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are some different forms of television scriptwriting and when and how would you use each? • What is your role as a crew member? • What is your role as the director? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • An effective script includes clear communication for everyone involved in the process. • An effective script has been visualized and discussed before being “finalized”. • Qualities of an effective leader. • The importance of individual roles and how each contribute to the process and the outcome.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Learn how to use studio and control room equipment. • Work collaboratively 	
<p>Formative Assessments:</p> <p>Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric</p> <p>Summative/Benchmark Assessments):</p> <p>Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.</p>	
<p>Modifications:</p> <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks 	

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S2 - Scriptwriting Demonstration Show	Students will review and discuss different script formats. Students will brainstorm ideas for their demonstration show. Students will write a script for their show. Students will gather all pre-production elements.	2 Weeks
Production Demonstration Show	Students will produce and direct the scripts they prepared as the rest of the class functions as their crew.	2-3 Weeks
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: Broadcasting I S2- Studio Production**Unit Title: News Broadcast****Grade Level: 9-12****Unit Summary: Practicing studio production through lecture, demos and practical labs****Interdisciplinary Connections: Teamwork, Technology, Communication****21st Century****Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (<i>e.g.</i> , broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):**CPI#: Statement:**

NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none">What are some different forms of television scriptwriting and when and how would you use each?What is your role as a crew member?What is your role as the director?	Unit Enduring Understandings: <ul style="list-style-type: none">An effective script includes clear communication for everyone involved in the process.An effective script has been visualized and discussed before being “finalized”.Qualities of an effective leader.The importance of individual roles and how each contribute to the process and the outcome.
Unit Learning Targets/Objectives: Students will... <ul style="list-style-type: none">Learn how to use studio and control room equipment.Work collaboratively	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric	
Summative/Benchmark Assessments):	
Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none">Special Education Students<ul style="list-style-type: none">Allow errorsRephrase questions, directions, and explanationsAllow extended time to answer questions, and permit drawing, as an explanationAccept participation at any level, even one wordConsult with Case Managers and follow IEP accommodations/modificationsEnglish Language Learners<ul style="list-style-type: none">Assign a buddy, same language or English speakingAllow errors in speakingRephrase questions, directions, and explanationsAllow extended time to answer questionsAccept participation at any level, even one wordAt-Risk Students<ul style="list-style-type: none">Provide extended time to complete tasks	

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
S2 - Scriptwriting Good Morning Midland Park	Students will review and discuss different script formats. Students will brainstorm ideas for their demonstration show. Students will write a script for their show. Students will gather all pre-production elements.	2 Weeks
Production Good Morning Midland Park	Students will produce and direct the scripts they prepared as the rest of the class functions as their crew.	2-3 Weeks
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		