Broadcasting I

Prepared by:
Lisa Hayne

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:
Melissa Quackenbush

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  

21\(^{st}\) 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.  

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### Unit Essential Question(s):
- How can camera techniques influence the viewer?
- How can camera techniques communicate effective messages?

### Unit Enduring Understandings:
- Knowledge of the production process, camera parts and operations, camera angles and impact, shot composition and framing.

### Unit Learning Targets/Objectives:

*Students will...*
- 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:
- 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
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- At-Risk Students
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<td>S1 - Unit 1 Intro &amp; Field Production</td>
<td>Students will consider the process of how a field production is produced from concept to completion. Students will learn production terms.</td>
<td>1 Week</td>
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<tr>
<td>Equipment Operation</td>
<td>Students will learn how to operate the DSLR cameras, tripods, dolly and microphones.</td>
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<tr>
<td>Framing and Shot Composition</td>
<td>Students will see examples of various shots and learn why and when to use them. Students will recreate the shots they learn about.</td>
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**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:

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CRP3. Attend to personal health and financial well-being.
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### Unit Essential Question(s):
- How do you take an idea from concept to completion?

### Unit Enduring Understandings:
- Identify the basic elements of storytelling through the video medium
- Using visualization in the pre-production phase

### Unit Learning Targets/Objectives:
*Students will...*
- 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.

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<td>S1 - Unit 2 Scriptwriting</td>
<td>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.</td>
<td>1 Week</td>
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<tr>
<td>Filming</td>
<td>Students will put into practice their knowledge of framing &amp; composition and camera operation, angles and movement to film their PSA.</td>
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<td>Students will learn the basics of editing in Final Cut Pro and/or Avid as they move into the the final phase of production.</td>
<td>2 Weeks</td>
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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:
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### Unit Essential Question(s):
- What techniques can you use to manipulate an audience's reaction?

### Unit Enduring Understandings:
- 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

### Unit Learning Targets/Objectives:

*Students will...*

- 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:

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**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:

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CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
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**Unit Essential Question(s):**
- What do you need to create an informative yet entertaining television package?

**Unit Enduring Understandings:**
- Pose thoughtful interview questions to help weave an interesting and accurate story
- Understand the importance of b-roll to ell stories
- Edit complex content into brief packages of information utilizing the Final Cut software in the Mac Lab

**Unit Learning Targets/Objectives:**
*Students will...*
- 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

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Click links below to access additional resources used to design this unit:
Content Area: Broadcasting I - Field Production & Studio Production

Unit Title: Unit S 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:

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**Unit Essential Question(s):**
- 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:**
- Comprehensive pre-production will allow for better decision making during the actual event.
- Understand the importance of b-roll to tell stories
- Edit complex content into brief packages of information utilizing the Final Cut software in the Mac Lab

**Unit Learning Targets/Objectives:**
*Students will...*
- 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:**
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- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
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<td>S1 - Live events</td>
<td>Students will put into practice their knowledge of framing &amp; composition and camera operation, angles and movement to film a live event. Students will think for the edit.</td>
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<tr>
<td>Filming</td>
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<td>Editing</td>
<td>Students will practice editing in Final Cut Pro and/or Avid as they move into the final phase of production.</td>
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**Teacher Notes:**

**Additional Resources**
Click links below to access additional resources used to design this unit:
Content Area: Broadcasting | 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.
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**Unit Essential Question(s):**
- 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:**
- 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:**
*Students will...*
- Learn how to use studio and control room equipment.
- Work collaboratively.

**Formative Assessments:**
Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments:**

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<td>S2 - Studio Production Concepts: Basic Process and Terminology</td>
<td>Students will consider the process of how a studio production is produced from concept to completion. Students will learn studio production terms.</td>
<td>3 Days</td>
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<td>Equipment</td>
<td>Students will learn how to operate the studio cameras, prompter, audio board, microphones and switcher.</td>
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<td>Roles</td>
<td>Students will learn the function of each crew position and the responsibilities of the director.</td>
<td>1 Week</td>
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**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.
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**Unit Essential Question(s):**
- What is the process of setting up and recording a studio production?

**Unit Enduring Understandings:**
- 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:**
*Students will...*
- Learn how to use studio and control room equipment.
- Work collaboratively

**Formative Assessments:**
Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric

**Summative/Benchmark Assessments:**

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<td>S2 - Round Robin Directing and Crew Rotation: Pre-production</td>
<td>Students will write open ended interview questions.</td>
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<td>Crew Rotation</td>
<td>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.</td>
<td>2-3 Weeks (Simultaneously with Director/Producer Lesson)</td>
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<td>Director/Producer</td>
<td>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.</td>
<td>2-3 Weeks (Simultaneously with Crew Rotation Lesson)</td>
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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.
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Unit Essential Question(s):
- 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:
- 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...
- Learn how to use studio and control room equipment.
- Work collaboratively

Formative Assessments:
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Summative/Benchmark Assessments:

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<td>S2 - Scriptwriting Demonstration Show</td>
<td>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.</td>
<td>2 Weeks</td>
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<td>Production Demonstration Show</td>
<td>Students will produce and direct the scripts they prepared as the rest of the class functions as their crew.</td>
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Teacher Notes:

Additional Resources
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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:

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<thead>
<tr>
<th>Lesson Name/Topic</th>
<th>Lesson Objective(s)</th>
<th>Time frame (day(s) to complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 - Scriptwriting Good Morning Midland Park</td>
<td>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.</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>Production Good Morning Midland Park</td>
<td>Students will produce and direct the scripts they prepared as the rest of the class functions as their crew.</td>
<td>2-3 Weeks</td>
</tr>
</tbody>
</table>

Teacher Notes:

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