CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS DEPARTMENT
TV BROADCASTING 1

TV Broadcasting 1 Curriculum Guide

Pacing Guide: **Digital Photography is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**	Fundamentals of Television & Broadcasting (approx. 2 weeks) Introduction to Editing (approx. 4 weeks) Cameras & Production Tools (approx. 3 weeks) Chroma Keying (approx. 2 weeks) TV News (approx. 4 weeks) Producing & Directing for Film (approx. 5 week) Commercials and Public Service Announcements (approx. 5 weeks) Movie Trailers (approx. 4 weeks) Music Video & Creative Capturing (approx. 4 weeks) Open-Ended Camera Capture & Advanced Editing (approx. 3 weeks)
Interdisciplinary Standards:	ELA-LIT.W.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

21st Century Skills Standards:	
Career Ready Practices	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.
Technology Standards:	Use technology when researching for and completing projects and activities.
8.1 Educational Technology	8.1.12.A.1 - Create a personal digital portfolio, which reflects personal and academic interests, achievements and career aspirations by using a variety of digital tools and resources.
	8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
	8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
	8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(content, process, product and learning environment) **Extension Activities:** ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues ● Utilize advanced materials and resources to meet the needs of student ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor activities ● Advanced discussion techniques ● Set individual goals	**Modifications for Classroom:** ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designated google slides and notes ● Concept development ● Collaboration between ESL and classroom teachers ● Pair novice ELL students with advanced ELL students **Modifications for Homework**	*(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* **Modifications for Classroom:** ● In-Class-Support ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate ● Assign peer helper in class	**Modifications for Classroom:** ● Intervention and Referral Team (I&RS) in –house strategies for teachers ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by student and teacher ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by the student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use computers to complete assignments as requested by student ● Provide verbal reminder of assignment ● Check student independent work

	● Extended time to complete homework ● Internet text translators ● Use of graphic organizers ● Modified homework assignments ● Internet bilingual dictionaries ● Provide student with clearly stated and written expectations and grading criteria for homework **Modification for Assessments** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments	● Pair visual prompts with verbal presentations ● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of Assignments **Modifications for Homework** ● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments **Modification for Assessments** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/ modifications for assessments	● Assist student with planning of assignment ● Assist with technology **Modifications for Homework** ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments **Modification for Assessments** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments

CONTENT: Unit 1

Theme: Fundamentals of Television & Broadcasting

Essential Questions:
What are the different TV formats on which people can view media today?
What are the three phases of television production?

How do you begin to propose a production idea?
What is a storyboard?
How do we identify a target audience?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● The steps in the television production process ● The importance of the phases of television production ● Terms and principles of video composition ● The psychological effects of television production ● How to analyze and critique various media productions	● Create the pre- production, production, & post-production of a television segment. ● Determine the purpose, message, and audience of television program ● Identify key elements of television production ● Demonstrate ability to storyboard and plan ● Identify and analyze multiple forms of media used today including films	● Classroom Assignments and Activities ● Independent Practice ● Tool Use and Management Observations ● Benchmarks ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 2 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 2

Theme: Introduction to Editing

Essential Questions:

How can we implement Adobe editing software alter to our media?

How does editing film affect the feeling or tone created?

What is the difference between linear editing and non-linear editing?

How does the way we edit a film or digital media affect the tone or feelings of the viewer?

How can we critique the quality of video editing?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● The basic components and features of Adobe Premiere ● Tools used to edit film ● Tone and feeling created through editing ● Importance of analyzing quality of a production	● Navigate the Adobe Premier program ● Analyze the effects of editing raw footage. ● Apply audio, video effects and transitions to footage. ● Mix and balance audio ● Preview pages in a browser ● Critique and analyze video productions	● Classroom Assignments and Activities ● Independent Practice ● Tool Use and Management Observations ● Benchmarks ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 3
Theme: Camera and Production Tools
Essential Questions: What equipment is used to produce a successful film? How does portable equipment change what you are able to capture? What are talent skills needed to produce a quality production? What are the different types of camera shots and angles? What are the different roles in video production?

Content *(As a result of this learning segment, students will know…)*	**Skills** *(As a result of this learning segment, students will be able to…)*	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:)	**Standards:**
● Different types of video formats and how they differ ● Necessary skills for television talent ● How graphics enhance production ● How roles differ in video production	● Identify roles in video production ● Identify camera shots and angles ● Demonstrate camera shots and angles ● Identify terms associated with video production ● Demonstrate use understanding of camera equipment ● Carry out talent responsibilities ● Demonstrate ability to record in the field.	● Classroom Assignments and Activities ● Benchmarks ● Tool Use and Management Observations ● Independent Practice ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 3 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 4

Theme: Chroma Keying

Essential Questions:

What is Chroma Key?

How does Chroma Key work?

How do television programs and movies utilize Chroma Key?

How does Chroma Key deceive the viewers and alter reality?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments *(The above Essential Questions will be assessed with the following formative and summative measures:)*	Standards:
● Chroma Key is a technique used in film, video, and still photography to replace a portion of an image with a new one. ● Typically green screens can be replaced with an image that changes the location of the shot to a virtual location ● How chroma Key or green screens are typically used in television or movies ● How green screens alter the viewers' perception	● Set up talent properly to apply green screen technique to film ● Create a virtual location using the chroma key ● Use chroma key in live footage ●	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 2 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 5

Theme: News Broadcasting

Essential Questions:

What do we observe from today's news broadcasting?

How does news reach audiences today?

How can we apply technical skills and proper lighting for a news production?

What is a title sequence?

What do we expect from the new broadcasting talent?

How do we reach a target audience using emotion and timing in our broadcast?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● How to create a title sequence known as a "lead in". ● News broadcasting format and scheduling ● Multicam use for shooting different angles and transitioning ● Proper lighting for news broadcasting	● Create an original title sequence for the school TV broadcasting network ● Learn how to switch from one camera to another ● Demonstrate understanding in directing talent from camera to another ● Create proper lighting for a news broadcast ● Create original news broadcast piece	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 6

Theme: Producing & Directing for Film

Essential Questions:

What careers are linked to film?

Who is part of a production crew?

How do you develop a script?

How do you produce short films?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● Identify TV production and film careers ● Function as a member of the production crew ● How to write a script ● Key components of a successful production	● Identify careers linked to film production ● Identify responsibilities of a production crew ● Use multicams to produce a film ● Create a dynamic and clear script for production	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 5 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 7

Theme: Commercials & Public Service Announcements (PSA)

Essential Questions:

What is the purpose of a commeral & PSA?

How does one determine when a PSA is the appropriate form of communication?

How do you develop a script for a PSA?

How does age, gender, or socio-economic class affect the way we perceive a message?

Content (As a result of this learning segment, students will know…)	Skills (As a result of this learning segment, students will be able to…)	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● Purpose of a PSA ● Perception of a PSA will vary among audiences ● How to write a script for PSA ● How to raise awareness as well as changing public attitudes and behavior towards a social issue using a PSA ● How to use text and imagery in order to enhance PSA message	● Determine when it is appropriate to create a PSA and what the main focus will be. ● Choose the appropriate use of either text or sound to help send a stronger message. ● Produce a PSA using Adobe Premiere or Spark that addresses a social issue, which is of importance to a specific age/social group. ● Assess a group and utilize something they have in common to focus on in a production of a PSA.	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 5 weeks **Materials:** Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 8
Theme: Movie Trailers
Essential Questions: How can the way you edit a trailer change the tone or genre? How can you use text, graphics, and imagery to sell a movie? How can music affect the feeling of a movie? How can you use advanced editing techniques?

Content (*As a result of this learning segment, students will know…*)	**Skills** (*As a result of this learning segment, students will be able to…*)	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:)	**Standards:** 8.1.12.A.1-2 1.1.A-1.4
● Choosing specific clips from a film can change the mood of a movie trailer ● How coloring affect the mood/ genre of a movie trailer ● Advanced editing skills ● How to produce a movie trailer poster using Adobe programs	● Direct the mood for the movie through clip selection ● Edit video coloring to affect mood ● Utilized advanced editing skills to create a new genre for an existing movie ● Produce a movie trailer poster to draw a specific audience.	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 9			
Theme: Music Videos			
Essential Questions: How can you sync sound and video? How can you incorporate special effects in a music video? How can you tell a story through music and visuals?			
Content *(As a result of this learning segment, students will know...)* ● Sound and video syncing ● How to apply special effect to video clips ● Advanced editing skills ● Storytelling through visuals	**Skills** *(As a result of this learning segment, students will be able to...)* ● Use professional sound equipment for recording ● Sync video clips and audio ● Utilized advanced editing skills to create a music video ● Produce a graphic for a music video album cover	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	**Standards:** 8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 4 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities

CONTENT: Unit 10

Theme: Open-Ended Camera Capture & Advanced Editing

Essential Questions:

How can we explore and create video productions using variety of camera and editing techniques?

How can we use multi-track video cloning?

How does time lapse work in video?

What does professional video structure look like?

How can we use stop action animation with cameras?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● Sound and video syncing ● How to apply special effect to video clips ● Advanced editing skills ● Storytelling through visuals ● Create a video that clearly communicates a message	● Use advanced editing for video ● Create a surreal cloning through video ● Utilized advanced editing skills to create a video	● Classroom Assignments and Activities ● Independent Practice ● Benchmarks ● Tool Use and Management Observations ● Quizzes/Tests ● Projects ● Midterm/Final Exam	8.1.12.A.1-2 1.1.A-1.4 **Time Frame:** approx. 3 weeks **Materials**: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities