

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

<p>Pacing Guide: Interior Design is a half 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.</p>	<p>Storytelling & Sequencing (approx. 5 weeks)*shots and angles Lighting for Production (3 weeks) * mood lighting & change genre for movie trailer Audio for Production (4 weeks) *voice over child’s narrative, sound effects, music Advanced Editing & Special Effects (4 weeks) *News Intro Graphics * After Effects * Emotion Editing Script Writing (3 weeks) Documentary (approx. 5 weeks) News Package (approx. 4 weeks) Producing Newscasts (approx. 6 weeks)</p>
<p>Technology Standards: 8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming</p>	<p>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 related areas for review. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.</p>
<p>21st Century Skills Standards: 9.1 Personal Financial Literacy 9.2 Career Awareness, Exploration, And Preparation</p>	<p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ART DEPARTMENT
 TV BROADCASTING II CURRICULUM

<p>Interdisciplinary Connections</p>	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL1-3- Speaking and Listening Comprehension and Collaboration</p> <p>NJSLSA.SL5-7- Speaking and Listening Presentation of Knowledge & Ideas</p>
<p>Career Ready Practices:</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues. ● Utilize advanced materials and resources to meet the needs of students. ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor Activities ● Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> ● 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 designed Google Slides and notes ● Concept development ● Collaboration between ESL and mainstream classroom teachers. ● Pair novice ELLs with advanced ELL's. ● High-interest / low-reading-level civics and history materials 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> ● 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 ● Pair visual prompts with verbal presentations ● Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> ● 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 teacher and student ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate. ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use of computers to complete assignments as requested by a student ● Provide verbal reminder of assignments ● Check student independent work

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 ART DEPARTMENT
 TV BROADCASTING II CURRICULUM

	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● 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 	<ul style="list-style-type: none"> ● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● 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. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Assist student with planning of assignments ● Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● 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 <p>Modifications for Assessments</p> <ul style="list-style-type: none"> ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessment
--	--	---	--

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 1			
Theme: Storytelling & Sequencing			
Essential Questions: What are the different techniques for video storytelling? Why is sequencing important? How does how we present information affect our viewers? What are the rules and regulations in video production?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The techniques used in written and video storytelling • The importance of sequencing to convey a clear message • How the presentation of information affect how our audience will react to the information • What are the FCC rules and regulations? 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Utilize tools to help create video storytelling • Demonstrate sequencing of information and footage • Identify how images presented in different order can create a different reaction • Recognize and follow the FCC rules and regulations of TV 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSL) 1.2.12.D.1-2 1.3.12.C.1-2 Technology Standards: 8.1.12.A.1-4 21st Century Themes and Skills: 9.2.IT-WD.1-10 Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Videos Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 2			
Theme: Lighting for Production			
Essential Questions: What is the standard lighting used for interviews? How is lighting used in film? What are lighting gels? How does light affect mood?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The importance of lighting on a set • How light changes mood and feeling • How to properly set up lighting for a specific purpose • Tools used to change or alter lighting 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Utilize lighting for a specific purpose • Understand how lighting is used in TV vs. Film • Apply lighting tools used in TV and Film • Utilize lighting techniques to create different mood effects 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Portfolio • Sketches • Magazine Projects • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.2.12.D.1-2 1.3.12.C.1-2 Technology Standards: 8.1.12.A.1-4 21st Century Themes and Skills: 9.2.IT-WD.1-10 Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 3			
Theme: Advanced Audio			
Essential Questions: How to sound effects and music play a key role in video? How do voice overs or lip syncing change with effect of the film? What tools do we use to edit audio in TV and film?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • tools used to capture and edit audio in TV and film • how to match audio to lip movement in TV and film • how to utilize sound effects and music to match actions and mood 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Utilize sound effects to enhance action and events • Apply appropriate music genre to the scene • Identify tools used in Audio • Demonstrate understanding of Audio through application in TV or film 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Design Presentation • Observation • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards: <u>Standards (NJSL)</u> 1.1.12.D.1-2 1.3.12.C.1-2 <u>Technology Standards:</u> 8.1.12.A.1-4 <u>21st Century Themes and Skills:</u> 9.2.IT-WD.1-10 <u>Career Ready Practice:</u> CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork exercises/worksheets Computer software applications Internet research and activities Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 4			
Theme: Advanced Editing & Special Effects			
Essential Questions: How can editing change the sequence or storyline? What is the power of juxtaposition? How do special effects in editing affect the video? How can graphics and special visual effects enhance the video?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Editing techniques used by professionals • Importance of following the storyline through editing • Programs that develop special effects • How to produce graphics and visual effects using professional software • Order affect audience's reaction • Jump Cuts, Keying and Layer Masking 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Create a clear message through editing • Develop special effects to enhance the editing and video project • Produce and original animated graphic using professional software • Identify how and where special effects are used in video • Apply advanced editing to create professional effects 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3</p> <p>Technology Standards: 8.1.12.A.1-4</p> <p>21st Century Themes and Skills: 9.2.IT-WD.1-10</p> <p>Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork Internet research and activities Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 5			
Theme: Scripts & Screenwriting			
Essential Questions: What is the purpose of script and what role does it play in production? How does a script help TV and film crew? What is the format of a script? How do you develop and write characters? What should you know about character, plot, theme, treatment and format in relation to screenwriting?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Wow scripts help to provide direction for the program • Format of script writing • Importance of planning • Character, plot, theme, treatment and script format 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Structure stories and screenplays with key points and moments • Develop a timeline and tension graph • Identify the theme • Develop proper formatting and writing in scripts and shorthand • Create engaging protagonists as well as antagonists, and plot character arcs. 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.1.12.D.1-2 1.2.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3</p> <p>Technology Standards: 8.1.12.A.1-4</p> <p>21st Century Themes and Skills: 9.2.IT-WD.1-10</p> <p>Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <p>Materials: Demonstrations Classwork Internet research exercises/worksheets Computer software Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 6			
Theme: Documentary			
Essential Questions: What is the purpose of a documentary? How can you inform your audience of a global issues or factual information through visual media? What elements should be included in a documentary? How do you get your audience to become emotionally invested in a story?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • the purpose of a documentary • The invention of the documentary filmmaker • Necessary elements in a documentary • How to obtain audience emotional investment 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Convey information in an organized fashion for a documentary • Obtain B-Roll and interviews to help develop the documentary • Sequence part of a documentary to produce an emotionally invested story for an audience 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3</p> <p>Technology Standards: 8.1.12.A.1-4</p> <p>21st Century Themes and Skills: 9.2.IT-WD.1-10</p> <p>Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork Presentation boards exercises/worksheets Computer software applications Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 7			
Theme: News Package			
Essential Questions: What is the purpose of a news package? How does a News Package fit into news broadcasting? How do you decide what is newsworthy? What news stories are relevant to your audience?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The purpose of a news package • Shots, angles, format that needs to be used in order to develop a news package • Language used in a news package 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Identify what is newsworthy • Create a news package that is relevant to your audience • Utilize A-Roll, B-Roll and interviews to help develop the news package • Understand timing of a news package • Apply proper sequencing of a news package • Use script writing for a news package 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3</p> <p>Technology Standards: 8.1.12.A.1-4</p> <p>21st Century Themes and Skills: 9.2.IT-WD.1-10</p> <p>Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork Presentation boards exercises/worksheets Computer software applications Footage</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ART DEPARTMENT
TV BROADCASTING II CURRICULUM

CONTENT: Unit 8			
Theme: Producing Newscast			
Essential Questions: What are the roles in the newsroom? How do you manage the newsroom? How are program edited and run? How does a studio manager decide what will be viewed by the audience?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Roles in the newsroom • Differences between studio and control room • Language used in a news package • How to follow a studio timeline 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Experience all roles in the new control room • Manage a monthly newscast • Improve on skills obtained from experience • Manage a news timeline and script 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Classroom Assignments and Activities • Independent Practice • Observation • Product Development • Presentation Board • Portfolio • Sketches • Quizzes/Tests • Projects • Midterm/Final Exam 	<p>Standards (NJSLs) 1.1.12.D.1-2 1.3.12.C.1-2 1.4.12.B.1-3</p> <p>Technology Standards: 8.1.12.A.1-4</p> <p>21st Century Themes and Skills: 9.2.IT-WD.1-10</p> <p>Career Ready Practice: CRP1,2,4,6,7,8,9,10,11,12</p> <hr/> <p>Materials: Demonstrations Classwork Presentation boards exercises/worksheets Computer software applications Footage</p>