

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Broadcast Television Production
Grades 11 - 12**

Born On: August, 2019
Board Approval:8/26/19

Television Broadcasting

Unit 1: What is Television & Broadcast Journalism?

Time Allotted: Approximately 2-3 weeks

New Jersey Student Learning Standards (NJSLS)

- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design, communicate and express ideas.
- 1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 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.
- 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● What is the purpose of broadcast journalism? ● How do we measure the effectiveness of broadcast journalism? ● How is writing for voice unique 	<ul style="list-style-type: none"> ● Explore how journalism derives from the 1st Amendment of the Constitution through the freedom of the press. ● Understand that writing 	<ul style="list-style-type: none"> ● Discuss and record basic terms and definitions involved in broadcast journalism and writing for voice. ● Hands-on introduction to editing video clips by using clips 	<ul style="list-style-type: none"> ● Articulate via a mini-presentation how they could play a role as journalists at their high school. Presentations will be assessed using a single-point grading

<p>from other writing styles?</p> <ul style="list-style-type: none"> How do we use a camera to convey journalistic stories? 	<p>(scripts) in broadcast journalism are written to be spoken and must include lead-ins that hook the audience without giving the story away.</p> <ul style="list-style-type: none"> Explore the role of segues to transition from a story to another to create flow in a newscast. Identify camera parts and their functions as they are used to execute an effective broadcast. Utilize the process of team collaboration to generate a broadcast. 	<p>recorded</p> <ul style="list-style-type: none"> Hands-on activity where they will set up a camera. Transfer clips to the computer and edit them in Adobe Premiere. The edited 30-second video will be used as a rollout in an engaging scenario. Discuss freedom of the press and its value in a democracy under the 1st Amendment in the Constitution. 	<p>rubric.</p> <ul style="list-style-type: none"> Students' responses to analyses of video clips. Daily journal entry on topics ranging from identifying lead-ins and segues to speaking/writing styles. Demonstrate the three basic steps to setting up a studio camera. Evaluation of video submission using a single-point grading rubric.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> Samples of news and video clips Adobe Premiere Pro Camera Equipment 		
<p>Interdisciplinary Connections</p>	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>		
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p>		

	<p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design, communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
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Technology Standards	<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.</p> <p>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.</p>
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images of camera equipment. ● Repeat, clarify or reword directions. 	<ul style="list-style-type: none"> ● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Extra time for assigned tasks or adjust length of assignment. 	<ul style="list-style-type: none"> ● Incorporate student choice. ● Invite parents, neighbors, friends, the school principal and other community members to support classroom activities. 	<ul style="list-style-type: none"> ● Lead the class in the deciphering of new learning. ● Create a more detailed project which includes additional research outside of project requirements. ● Engage in more complex project, which uses advanced techniques.

Television Broadcasting

Unit 2: Roles of the Studio

Time Allotted: Approximately 2 Weeks

New Jersey Student Learning Standards (NJSLS)

- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
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- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 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.
- 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● What is required to prepare, produce and edit a weekly news show? ● What types of equipment are used in a TV Studio? ● What roles/jobs are essential for a television broadcast? 	<ul style="list-style-type: none"> ● Set up the studio and control room for the weekly show. ● Produce, film and edit weekly news segments. ● Understand that teamwork is essential for a well run news show. ● Communicate and collaborate with classmates during each stage of the planning and production process. ● Operate and perform every job in the studio and control room. ● Market their show to their specific audience. 	<ul style="list-style-type: none"> ● Do a “dry run” of a news show. ● Each student is assigned to each role at least once during mock shows. ● Watch examples of real news shows, previous school news shows, and behind the scenes of real news shows. 	<ul style="list-style-type: none"> ● Participation in daily classroom discussions and planning and preparation of weekly broadcast. ● All projects and broadcasts will be evaluated using a single-point grading rubric. ● Review and critique their broadcast on a daily/weekly basis with teacher and student input/suggestions.
Resources/Materials	<ul style="list-style-type: none"> ● Cameras ● Laptops ● Editing Software ● Tripods ● Teleprompter ● Wireless Mics ● Tricaster 		
Interdisciplinary Connections	<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>		
21st Century Life and Careers	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and</p>		

	<p>communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design, communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
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Technology Standards	<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.</p> <p>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.</p>
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Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images. ● Restate design steps aloud 	<ul style="list-style-type: none"> ● Provide extended time for the creation of products. 	<ul style="list-style-type: none"> ● Encourage student choice of topics / genres. 	<ul style="list-style-type: none"> ● Assign students additional or more complex show segments.

<ul style="list-style-type: none"> before project activity. Assign a native language partner. 	<ul style="list-style-type: none"> Scaffolded explanations for proper use of equipment. 	<ul style="list-style-type: none"> Frequent feedback from teacher. 	<ul style="list-style-type: none"> Assign leadership role and/or “student producer” credit.
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Television Broadcasting

Unit 3: Voiceovers

Time Allotted: Approximately 2-3 Weeks

New Jersey Student Learning Standards (NJSLS)

- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
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- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-AV.4 Design an audio, video and/or film production.
- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
- 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
- 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural

understanding.

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.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none">• What is a voiceover (VO) and how do you execute it in a newscast?• How is broadcast writing style different than print or online?	<ul style="list-style-type: none">• Explore the process of news gathering (the process of shooting/gathering news).• Distinguish between explanations (preferred) vs. descriptions in telling a visual story.• Distinguish between writing style for broadcast and writing for print through the use of short sentences and phrases, punctuation for pauses, active voice, and approximate numbers used for statistics.• Convert a newspaper story into a broadcast story.• Convert a school announcement into a broadcast story.• Understand that journalistic writing must tell the story of what takes place, while simultaneously matching the edited b-roll (video) at the same time.	<ul style="list-style-type: none">• Students will work in pairs on a video scavenger hunt.• In groups, students will film and edit b-roll from the video scavenger hunt.• Write scripts for news segments.• Students will storyboard the shots for their news segments.• Students will cut out newspaper articles from a recent issue of the local paper.• Students will rewrite the article using broadcast writing conventions.• Students will access the daily announcements and choose one to rewrite using broadcast writing conventions.	<ul style="list-style-type: none">• Script will be assessed for the use of writing for voice techniques.• Individual student presentations of a newscast with a voiceover including complimentary b-roll will be assessed single-point grading rubric.
Resources/Materials	<ul style="list-style-type: none">• Snowball microphones• Voiceover microphones• Editing software		

<p>Interdisciplinary Connections</p>	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</p> <p>9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

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Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Provide extended time for written responses and reports. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Use a graphic organizer to categorize topics. ● Provide an outline for journal entries and research tasks. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Compare and contrast two influential newscasters and the impact they have on the world. ● Interview a journalist about their personal influences and reflect upon how this affects their career.

Television Broadcasting

Unit 4: Packages

Time Allotted: Approximately 6-8 Weeks

New Jersey Student Learning Standards (NJSLS)

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- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> What makes a news show compelling and fun to watch? What are the components of a news show? How do we use B-Roll to create and enhance news packages? 	<ul style="list-style-type: none"> Conduct and film an interview. Film B-roll for their videos. Understand the elements of a compelling news story. Explore how various elements and video techniques can enhance their news segments. Utilize the interests of the intended audience to generate compelling news content. 	<ul style="list-style-type: none"> View and analyze examples of news segments, from television and from the school news show. Create both short and long form news segments for the target audience (school) on a weekly basis. 	<ul style="list-style-type: none"> All projects and broadcasts will be evaluated using a single-point grading rubric. Review and critique their videos on a weekly basis with teacher and student input/suggestions.
Resources/Materials	<ul style="list-style-type: none"> Cameras Handheld mics Editing software 		
Interdisciplinary Connections	<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		

	<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p>Technology Standards</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.</p>

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.			
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Assign a native language partner. When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. 	<ul style="list-style-type: none"> Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. Provide an outline of lessons. Get a written list of instructions. Receive large project as smaller tasks with individual deadlines. 	<ul style="list-style-type: none"> Invite parents, neighbors, friends, the school principal and other community members to attend student run film festivals. Allow students many opportunities for practice and learning Use scaffolding for complex tasks. 	<ul style="list-style-type: none"> Lead the class in the deciphering of new learning. Create a more detailed report which includes additional research outside of project requirements. Engage in more complex project, which uses advanced techniques.

Television Broadcasting	
Unit 5: On-Air Talent	
Time Allotted: Approximately 8-10 Weeks	
New Jersey Student Learning Standards (NJSLS)	
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.	
9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	
9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	
9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.	
9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.	
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.	
9.3.12.AR-AV.4 Design an audio, video and/or film production.	
9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.	
9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.	
9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).	
9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	
9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.	
9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.	

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● What makes a TV news anchor successful in his/her role? ● How does a news anchor connect with the viewers? 	<ul style="list-style-type: none"> - Gain experience in being on-air talent on the morning news show - Learn how to connect with an audience and understands its importance and the skills involved - Learn how to prepare for on-air appearance - Explore firsthand how to read news stories on air 	<ul style="list-style-type: none"> - Practice reading scripts from the teleprompter - Collaborate with journalism class to develop their public speaking - Rotate as anchors for the school news show. 	<ul style="list-style-type: none"> - Production of the television news program and on-air personality will be evaluated using a single-point grading rubric - Review and critique their performances on a daily basis with teacher and student input/suggestions - Participation in classroom discussion
Resources/Materials	<ul style="list-style-type: none"> ● Professional news sources and segments ● Professional journalists ● Camera equipment ● Adobe Premiere Pro 		
Interdisciplinary Connections	<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		

	<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global</p>

	competence.		
Technology Standards	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. 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Assign a native language partner. Scaffold news clips and demonstrations. 	<ul style="list-style-type: none"> Provide adequate time for news show development. Create shorter script. Utilize graphic responses. 	<ul style="list-style-type: none"> Break anchor set up into smaller pieces. Conference with teacher during the writing process. 	<ul style="list-style-type: none"> Develop longer news segment with multiple parts. Research and investigate school news to present to class with B-roll with multiple journalists.

Television Broadcasting
Unit 6: Advertising
Time Allotted: Approximately 6-8 Weeks
New Jersey Student Learning Standards (NJSLS)
<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p>

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> • What sells a product or promotes an event? • What is required to build a successful marketing campaign? • How is artistic impression an important selling point? 	<ul style="list-style-type: none"> • Investigate different approaches to marketing a product to a specific audience. • Understand the role of creativity in the production of an advertisement. • Identify simple strategies used in the production of an advertisement. • Understand the importance of the planning and preparation phase of producing an advertisement. • Design and create advertisements and campaigns. 	<ul style="list-style-type: none"> • Create a 60-120 second segment promoting a school event. • Produce a 60 second PSA. • Produce advertisements and campaigns for clubs, events, etc. based upon the needs of the school and in an effort to promote a positive school culture. . 	<ul style="list-style-type: none"> • Participate in classroom discussion. • Review and critique their advertisements with teacher and student input/suggestions. • Final segments will be evaluated using a single-point grading rubric
Resources/Materials	<ul style="list-style-type: none"> • Cameras • Microphones • Tripods • Editing Software 		
Interdisciplinary Connections	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		

	<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</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>
<p>Technology Standards</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.</p>

	8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Assign a native language partner. Restate steps aloud before project activity. 	<ul style="list-style-type: none"> Provide adequate space for movement. Provide outlines to structure content. 	<ul style="list-style-type: none"> Provide a framework/timeline. Invite peers within or outside the class, parents and other school professionals to be part of the project. 	<ul style="list-style-type: none"> Assign a leadership role. Ask to produce a more complex segment or multiple segments.

Television Broadcasting
Unit 7: Writing for News
Time Allotted: Approximately 6-8 Weeks
New Jersey Student Learning Standards (NJSLS)
<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p>

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character that can be communicated through the application of acting techniques.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

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.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● What makes a compelling written news segment? ● What is necessary to hold the viewers' attention? 	<ul style="list-style-type: none"> ● Investigate how to "sell" a story. ● Explore how to create scripts that are short and conversational. ● Understand the role of simplicity as a key element in writing for TV News. ● Learn the importance of collaboration and communication with peers to meet goals and deadlines. ● Write news scripts for the weekly news show. 	<ul style="list-style-type: none"> ● Students will write a segment based upon a story contributed by a student, teacher or staff member. ● Students will be tasked with condensing a full-page announcement to a 15-20 second segment. 	<ul style="list-style-type: none"> ● Weekly news show and segments will be evaluated using teacher and student-generated rubrics. ● Students' abilities to "sell" their stories to their audience will be evaluated using a single-point grading rubric.
Resources/Materials	<ul style="list-style-type: none"> ● Cameras ● Microphones ● Tripods ● Editing Software 		
Interdisciplinary Connections	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

	<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>21st Century Life and Careers</p>	<p>9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.</p> <p>9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.</p> <p>9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.</p> <p>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</p> <p>9.3.12.AR-AV.4 Design an audio, video and/or film production.</p> <p>9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.</p> <p>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.</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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global</p>

	competence.		
Technology Standards	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. 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Assign a native language partner. ● Highlight key vocabulary words pertinent to content. 	<ul style="list-style-type: none"> ● Provide extended time for the creation of products. ● Scaffolded explanations for proper use of equipment. 	<ul style="list-style-type: none"> ● Incorporate student choice. ● Invite parents, neighbors, friends, the school principal and other community members to support classroom activities. 	<ul style="list-style-type: none"> ● Make a student “Head Writer” of the show to extend his/her role.