

Course: *Broadcasting Media*
Unit # 1: *Pre-Production*

Year of Implementation: 2024-2025

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

- **Unit Standards:**

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- **Content Standards**

- 1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.

- **21st Century Life & Career Standards**

- 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.STSM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
 - **English Companion Standards**
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to communicate and collaborate to create an effective message.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

Students will be able to understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society.

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

<p>audience needs to be considered in defining your message.</p> <p><i>EU 2</i> effective communication involves sending, receiving and translating intended messages.</p>	<ul style="list-style-type: none"> • <i>What is effective communication?</i>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • researching an audience is a critical step in pre-production. (1.2.12acc.Cr1b, NJSLSA.R7) • audience feedback can provide an indicator to the effectiveness of a creator's intended message. (1.2.12acc.Pr5b, 9.4.12.CI.1, 9.4.12.IML.9) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • there is a relationship between the effectiveness of their communication and the potential to reach their goal. (1.2.12acc.Pr5b, 1.2.12acc.Cr1b, 9.4.12.TL.3, NJSLSA.W4) • communication is a process where ideas and feedback are exchanged. (1.2.12acc.Pr5b, 1.2.12prof.Cr1a, 1.2.12acc.Cr3a, 9.4.12.TL.3, NJSLSA.W4) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze audience research and feedback for more effective communication. (1.2.12prof.Cr1a, 9.3.STSM.4, 9.4.12.IML.9, 9.4.12.CI.1,9.4.12.IML.9, NJSLSA.R7, NJSLSA.W6, NJSLSA.W5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • write and articulate clear and direct intentional messages. (1.2.12acc.Cr1b, 9.4.12.TL.3, NJSLSA.W6, NJSLSA.W4, NJSLSA.W5) • reflect on their own work and the work of others to improve the quality of work and communication. (1.2.12acc.Pr5b, 1.2.12prof.Cr1a, 1.2.12acc.Cr3a, 9.3.12.AR-JB.3,9.4.12.CI.1, 9.4.12.TL.3)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring** basic knowledge and skills, **M= Making meaning** and/or a **T= Transfer**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- List different types of audiences and demographics. **(A, M, EU1)**
- Watch news reports produced for different audiences and compare the different approaches to storytelling. **(M, EU1)**
- **Generate appropriate questions for your interview (T, EU1)**
- **Research the current topic using resources available to you (interviews, pre interviews, internet, etc.) (M, EU1)**
- **Create a production schedule and contact your interview sources. (T, EU1, EU2)**
- **Complete a script development form or other scripting/storyboarding techniques (M, EU1, EU2)**
- Watch a professional news report. **(A, EU2)**
- **Pre-Interview a classmate and write interview questions based on their interests. (T, EU2)**
- **Conduct appropriate interviews using professional standards and techniques (T, EU2)**
- **Arrive at the interview on time and appropriately dressed (T, EU2)**
- **Create a script for voice overs and other segment components (T, EU2)**
- Complete a rubric (self asses) **(T EU1, EU2)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Pre-Production	20
2	Producing	20
3	Visual Production	35
4	Audio Production	30
5	Post-Production	38

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Final Cut Pro

Motion

AV Script/ Rundown Software (Rundown Creator, CeltX)

Studio Binder

Adobe CC Suite

Instructional Service in lieu of books (ASB Classroom) <https://asbclassroom.com/signup>

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.