

Television and Journalism

Unit Title: Fundamentals of Television: An Overview (Unit 1)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 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-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	Cultivating online reputations for employers and academia requires separating private and professional digital identities.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.

Central Idea / Enduring Understanding:

- (1) Define terms, relevant details, facts and specifications; use industry terms appropriately in context; identifies relevant details, facts, and specifications.
- (2) Discuss ethical approaches in television; analyze codes of ethics of national and international media associations; use industry terms appropriately in context; communicates a thought, idea, or fact in spoken form.
- (3) Identify the governing body of television broadcasting in the United States; discuss the role and purpose of the FCC; identifies relevant details, facts, and specifications.

Essential/Guiding Question:

- What is television?
- What is the responsibility of the media today?
- What impact has the Internet had on traditional radio and TV?
- What is the FCC and what is its mission?
- Define factual.

Content:

Chapter 1: The Television Industry
Chapter 12: Legalities: Releases & Copyright

Skills(Objectives):

- Identify the various areas within the television production industry and recall the unique characteristics of each.

Work Based Learning:

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<p>*Participation in Channel 19 Live Event Productions *Career Opportunities Day hosted here at PTHS</p>	<ul style="list-style-type: none"> • Understand copyright infringement as it pertains to our media.
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Interdisciplinary Connections:

Integration of Knowledge and Ideas RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Stage 2: Assessment Evidence

<p>Performance Task(s): Students knowledge of television terms, identifies relevant details, facts, and specifications.</p> <p>Communicate a thought, idea, or fact in spoken form.</p> <p>Students will identify relevant details, facts, and specifications.</p>	<p>Other Evidence:</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Think-Tac-Toe Academic vocabulary and language Accountable talk Cooperative learning Cues, questions, activating prior knowledge Debate Direct instruction Current Events Discovery/Inquiry Based Learning Document based questions Effective Questioning Field Experience Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Hands on learning Homework and practice Identifying similarities and differences Integration of content area Learning centers 	<p><u>Resources:</u></p> <p>Television terminology printout www.mediacollege.com</p> <p>Text: <i>Television Production & Broadcast Journalism</i>, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.</p> <p>www.fcc.gov</p>
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<p>Lecture Modeling Journaling Note Taking Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses</p>	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television & Journalism class. The use of graphic organizers, writing workshops, peer and</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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students to gain a deeper, broader understanding of the material in the Television & Journalism class.	instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television & Journalism class.	encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	
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Unit Title: Pre-Production (UNIT 2)

Stage 1: Desired Results

Standards & Indicators:
New Jersey Student Learning Standard 9.3-Career and Technical Education.
 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-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).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving

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		process, particularly for global issues where diverse solutions are needed.
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<p><u>Central Idea / Enduring Understanding:</u> (1) Define terms; use industry terms appropriately in context; identifies relevant details, facts, and specifications.</p> <p>(2) Identify organizational skills necessary for pre-production; apply proper brainstorming techniques; apply proper research techniques; prepare a storyboard; prepare a script; contributes to group with ideas, suggestions, and effort; converts quantities and measurements from one form to another; prepares a complex document in a concise manner; writing checks and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.</p>	<p><u>Essential/Guiding Question:</u> What and how do you prepare for a television production?</p> <p>What are the advantages of brainstorming (pre-planning) before a project?</p> <p>How does writing a script for television differ from other writing?</p> <p>What are the challenges of working in a group?</p> <p>How will using a storyboard improve my production?</p>
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<p><u>Content:</u> Chapter 10: Broadcast Journalism</p> <p><u>Work Based Learning:</u> *Participation in Channel 19 Live Event Productions *Career Opportunities Day hosted here at PTHS</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Explain the responsibility broadcast journalists have to the viewing public. ● Identify news programs as mainstream, non-mainstream, or tabloid. ● Recall the news elements used to judge the newsworthiness of a story.
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Interdisciplinary Connections:
 Integration of Knowledge and Ideas RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> Students knowledge of pre-production television and radio terms, identifies relevant details, facts, and specifications.</p> <p>Applicable pre-production techniques. Brainstorming, script writing, factual research, and working in a group environment.</p> <p>Writing checks and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.</p> <p><i>CONCEPTUALIZATION</i> Create a story line and a vision.</p>	<p><u>Other Evidence:</u></p>
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SCREENWRITING Write a script that unfolds the story line over time and from the point of view of a camera.
Create dialogue between characters. Break down the story into scenes. Describe settings. Use screenplay format.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Anchor Activities
Centers/Stations
Choice Boards
Four Sides
Heads Together
Jigsaw
KWL Charts
Reflection and Response
Socratic Seminar
Think-Pair-Share
Think-Tac-Toe
Academic vocabulary and language
Accountable talk
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction
Current Events
Discovery/Inquiry Based Learning
Document based questions
Effective Questioning
Field Experience
Flexible/strategic grouping
Formative/Strategic grouping
Graphic organizers
Hands on learning
Homework and practice
Identifying similarities and differences
Integration of content area
Learning centers
Lecture
Modeling
Journaling
Note Taking
Project based learning
Reciprocal Teaching
Role Play
Student goal setting
Student self assessment
Summarizing
Targeted feedback
Word Wall
Guest Speakers
Generating and Testing Hypotheses

Resources:

Text: **Television Production & Broadcast Journalism**, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the Television & Journalism class.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television & Journalism class. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television & Journalism class.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit Title: Production (UNIT 3)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

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.

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- 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-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)

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

Central Idea / Enduring Understanding:

- (1) Define production terms; use industry terms appropriately in context; uses technical terms as appropriate to audience.
- (2) Understand the different types of production; describe a field production; communicates a thought, idea, or fact in spoken form; identify roles and responsibilities of field production personnel; comprehends ideas and concepts related to TV personnel; describe a studio production; imagines the flow of work activities from narrative descriptions; identify roles and responsibilities of studio production personnel; comprehends ideas and concepts related to TV personnel.
- (3) Demonstrate basic camera setup and operation; perform white balance function in appropriate settings; uses equipment and techniques to white balance a camera; apply appropriate focusing techniques; applies knowledge to complete a practical task; apply appropriate iris control; applies a scientific principle to solve a problem; demonstrate appropriate audio control usage; reads measurements from audio measuring devices; demonstrate

Essential/Guiding Question:

- What constitutes a field production?
- What constitutes a studio production?
- What is the “rule of thirds?”
- What is the meaning of “production values” and explain examples.
- How will we distribute media in the future? What avenues for distribution will be available?
- Are my shots framed correctly? Did I use a tripod when necessary?
- What are cutaways?

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appropriate use of tripod; uses equipment and techniques to properly mount cameras.

(4)Discuss proper camera framing techniques; apply basic camera shots (wide, medium, tight, etc.); uses equipment and techniques to acquire basic camera shots; apply the rule of thirds; Solves practical problems using scientific methods; apply proper spacing in camera shots (head room, nose room, etc); us es equipment and techniques to acquire correct camera shots; identify the different types of camera movement (pan, zoom, etc.); listens to follow directions.

(5)Discuss proper camera composition techniques; demonstrate basic composition rules; explains scientific principles related to camera composition.

(6)Explain proper audio techniques; demonstrate the proper use of microphones; applies scientific principles related to audio pickup; identify pick up patterns; comprehends written information and applies it to a task; demonstrate the proper use of natural sound (nats); monitors variables in different audio situations.

(7)Explain proper lighting; Identify different types of lights (flood, spot, keys, back lights, etc.); listens for long-term content; identify different types of lighting equipment; listens for content; demonstrate the proper use of artificial lighting; follows safety guidelines for lighting; Demonstrate the proper use of natural lighting; applies scientific principles related to natural light.

Content:

Chapter 4: Video Camera Operations

Chapter 6: Audio Basics

Chapter 11: Interviews

Work Based Learning:

*Participation in Channel 19 Live Event Productions

*Career Opportunities Day hosted here at PTHS

Skills(Objectives):

- Explain the responsibility broadcast journalists have to the viewing public.
- Identify news programs as mainstream, non-mainstream, or tabloid.
- Recall the news elements used to judge the newsworthiness of a story.

Interdisciplinary Connections:

Integration of Knowledge and Ideas RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Stage 2: Assessment Evidence

Performance Task(s):

-Uses technical terms as appropriate to audience.

-Student will correctly identify the needs of the field production or the studio production.

In preparing for production, student will decide amount of personnel needed as well as equipment necessary for completion of project.

-Student will record natural sound from camera microphone and be able to monitor levels.

Assessment will be on sound level, and ability to distinguish between camera microphone and external microphones.

-A rigorous training in camera set-up and operation. Students will be able to set-up a tripod, turn camera on, check white balance levels, control zoom and focus.

Student will produce a simple video which will be assessed for color correctness, level of video, and zoom and focus.

-Explains scientific principles related to camera composition.

-Students to demonstrate understanding of rule of thirds.

Assessed on videotaping simple two person interview.

-Students will record different audio scenarios (nat sound, interview set-up, group set-up). Student will produce a video project demonstrating use of different microphones and will be assessed on quality of sound.

Students will record outdoor video in different light conditions.

They will also record in studio to learn basic three point lighting.

-Assessed on video recording of various light conditions.

-Uses technical terms as appropriate to audience.

-COLLECTING Collect additional materials to support the story line.

-Students to learn basic editing skills concentrating on media gathering, organization, and keyboard commands.

Other Evidence:

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-Students will utilize video they filmed as source material.

-Visual assessment of computer to ensure proper uploading of source material as well as the ability to close and open individual project.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Anchor Activities
Centers/Stations
Choice Boards
Four Sides
Heads Together
Jigsaw
KWL Charts
Reflection and Response
Socratic Seminar
Think-Pair-Share
Think-Tac-Toe
Academic vocabulary and language
Accountable talk
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction
Current Events
Discovery/Inquiry Based Learning
Document based questions
Effective Questioning
Field Experience
Flexible/strategic grouping
Formative/Strategic grouping
Graphic organizers
Hands on learning
Homework and practice
Identifying similarities and differences
Integration of content area
Learning centers
Lecture
Modeling
Journaling
Note Taking
Project based learning
Reciprocal Teaching
Role Play
Student goal setting
Student self assessment
Summarizing
Targeted feedback
Word Wall
Guest Speakers
Generating and Testing Hypotheses

Resources:

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Differentiation

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<p>Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the Television & Journalism class.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television & Journalism. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television & Journalism class.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit Title: Post- Production (Unit 4)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 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-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)

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse

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	solutions are needed.
<p>Central Idea / Enduring Understanding: (1) Define terms; use industry terms appropriately in context; uses technical terms as appropriate to audience.</p> <p>(2) Explain proper editing technique; demonstrate the proper use of an editing system; comprehends ideas and concepts related to television editing; acquire and log raw footage; compile and arrange selected footage; creates new design by applying specific criteria; add additional audio to selected footage; uses senses to perceive the overall effect of combining elements; add additional video elements to selected footage; Organizes and processes images-video, special effects, graphics, characters, etc.</p> <p>(3) Discuss proper distribution of final product; demonstrate the proper technique of exporting the final product; comprehends ideas and concepts related to distribution of final product.</p>	<p>Essential/Guiding Question: Can you ever have enough b-roll?</p> <p>How can the addition of production values help my project?</p> <p>Have I given proper credit to sourced materials?</p> <p>Before I sit down to edit, do I have the majority of my media gathered?</p> <p>Who is my audience and what message am I sending?</p>
<p>Content: Chapter 24: Video Editing</p> <p>Work Based Learning: *Participation in Channel 19 Live Event Productions *Career Opportunities Day hosted here at PTHS</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● The students will learn the basics of our Final Cut ProX video editing system. ● The students will edit a finished video news package
<p>Interdisciplinary Connections: Integration of Knowledge and Ideas RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	

Stage 2: Assessment Evidence

<p>Performance Task(s): Uses technical terms as appropriate to audience.</p> <p>COLLECTING Collect additional materials to support the story line.</p> <p>Students to learn basic editing skills concentrating on media gathering, organization, and keyboard commands.</p> <p>Students will utilize video they filmed as source material. Visual assessment of computer to ensure proper uploading of source material as well as the ability to close and open individual project.</p>	<p>Other Evidence:</p>
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Stage 3: Learning Plan

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Learning Opportunities/Strategies:

Anchor Activities
 Centers/Stations
 Choice Boards
 Four Sides
 Heads Together
 Jigsaw
 KWL Charts
 Reflection and Response
 Socratic Seminar
 Think-Pair-Share
 Think-Tac-Toe
 Academic vocabulary and language
 Accountable talk
 Cooperative learning
 Cues, questions, activating prior knowledge
 Debate
 Direct instruction
 Current Events
 Discovery/Inquiry Based Learning
 Document based questions
 Effective Questioning
 Field Experience
 Flexible/strategic grouping
 Formative/Strategic grouping
 Graphic organizers
 Hands on learning
 Homework and practice
 Identifying similarities and differences
 Integration of content area
 Learning centers
 Lecture
 Modeling
 Journaling
 Note Taking
 Project based learning
 Reciprocal Teaching
 Role Play
 Student goal setting
 Student self assessment
 Summarizing
 Targeted feedback
 Word Wall
 Guest Speakers
 Generating and Testing Hypotheses

Resources:

Text: ***Television Production & Broadcast Journalism***, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

Final Cut ProX Video Editing Tutorials (YouTube)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for	The curriculum for this course contains a	The curriculum for this course contains a number	Any student requiring further accommodations

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<p>the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the Television & Journalism class.</p>	<p>number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television & Journalism class. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television & Journalism class.</p>	<p>of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Workplace Skills Development (Unit 5)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

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.

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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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

Central Idea / Enduring Understanding:

(1) Define terms; spell, define and pronounce terminology correctly; applies and understands technical terms that pertain to television.

(2) Identify interpersonal skills essential to workplace success; discuss how timeliness and attendance relate to workplace success; describes desirable worker characteristics; demonstrate timeliness and regular attendance; displays high standards of attendance; discuss appropriate work ethics; describes/Explains significance of integrity, honesty, and work ethics; discuss communication, leadership, and teamwork skills essential to workplace success; describes desirable worker characteristics; demonstrate effective basic oral communication; speaks effectively, using appropriate eye contact, gestures, and posture; demonstrate effective basic written communication; communicates thoughts, ideas, or facts in written form in a clear, concise manner; demonstrate the ability to make basic decisions regarding production responsibility; evaluates information/data to make best

Essential/Guiding Question:

How hard is it to get a job in television/broadcasting?

What is the latest equipment being used in the industry?

Do I need to attend college to work in the industry?

What jobs are available?

Is my personality suited for working in this business?

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<p>decision; demonstrate the ability to work effectively as a part of a team; works effectively with others to reach a common goal;</p> <p>(3)Identify basic resources commonly used in the television industry; Use brainstorming techniques to identify resources used in the production and delivery of a particular product; contributes to group with ideas, suggestions, and effort; discuss how individual resources affect the production and delivery of a particular product; sees the relationship between two or more ideas, objects, or situations; discuss how timeliness of resource acquisition affects the production and delivery of a particular product; demonstrates logical reasoning in reaching a conclusion.</p> <p>(4)Explore career opportunities in the television industry; use brainstorming techniques to identify careers associated with the television industry; contributes to group with ideas, suggestions, and effort; discuss the knowledge, skills, and abilities needed to be successful in at least three careers in the television industry; develops skills to locate, evaluate, and interpret career information; discuss the expected growth and potential income of at least three careers in the television industry; develops skills to locate, evaluate, and interpret career information; discuss the process of establishing short and long-term career goals; explores career opportunities; discuss a career path related to the television industry; explores career opportunities.</p> <p>(5)Identify workplace technology; Draws conclusions, evaluates conditions, and gives possible solutions.</p>	
<p><u>Content:</u></p> <p>Chapter 26: Getting Into the Industry</p> <p><u>Work Based Learning:</u></p> <p>*Participation in Channel 19 Live Event Productions</p> <p>*Career Opportunities Day hosted here at PTHS</p>	<p><u>Skills(Objectives):</u></p> <p>Applies and understands technical terms that pertain to television.</p> <p>Students will be assigned groups. Discussion on industry roles and responsibilities.</p> <p>Demonstrate the ability to work effectively as a part of a team; works effectively with others to reach a common goal.</p>

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Demonstrates logical reasoning in reaching a conclusion.

Discuss how timeliness of resource acquisition affects the production and delivery of a particular product;

Explores career opportunities.

Discussions on different career paths and opportunities. Students to site and explain the myriad of opportunities in TV/Communication field.

Students will identify technological improvements/changes in industry. Students will be assessed on knowledge of equipment and their uses. Are there other ways to get the job done? Evaluate.

Interdisciplinary Connections:

Research to Build and Present Knowledge WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Stage 2: Assessment Evidence

Performance Task(s):

- Compare a traditional résumé and a production résumé.
- Summarize the interview process.
- Manage an online portfolio and utilize social media for self-promotion.
- Assess different industry certifications available to you.
- Describe the importance of having a reel when searching for a job.
- Understand the benefits of diversity in the workplace.
- Explain ways of continuing your professional education.

Other Evidence:

Stage 3: Learning Plan

Learning Opportunities/Strategies:

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Centers/Stations
Choice Boards
Four Sides
Heads Together
Jigsaw
KWL Charts
Reflection and Response
Socratic Seminar
Think-Pair-Share
Think-Tac-Toe
Academic vocabulary and language
Accountable talk
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction

Resources:

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<p>Current Events Discovery/Inquiry Based Learning Document based questions Effective Questioning Field Experience Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Hands on learning Homework and practice Identifying similarities and differences Integration of content area Learning centers Lecture Modeling Journaling Note Taking Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses</p>	
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Differentiation
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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction,</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions</p>

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<p>classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the Television & Journalism class.</p>	<p>access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television & Journalism class. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television & Journalism class.</p>	<p>and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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PACING GUIDE

Television & Journalism	Resources	Standards
MP		
<p>UNIT 1: Fundamentals of Television: An Overview</p> <p>16 Days</p>	<p><i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i></p> <p><i>-Google Classroom</i></p> <p><i>-Final Cut Pro Editing Software/Imac</i></p> <p><i>-Panasonic AG-AC90A HD Camera</i></p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2</p> <p>9.4.12.C.(1).3 9.4.12.C.(1).4</p> <p>9.4.12.C.(1).5 9.4.12.C.(1).6</p>

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<p>UNIT 2: Pre-Production</p> <p>20 Days</p>	<p><i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i></p> <p><i>-Google Classroom</i></p> <p><i>-Final Cut Pro Editing Software/Imac</i></p> <p><i>-Panasonic AG-AC90A HD Camera</i></p>	<p>9.4.12.C.(2).2 9.4.12.C.(2).7</p>
<p>UNIT 3: Production</p> <p>20 Days</p>	<p><i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i></p> <p><i>-Google Classroom</i></p> <p><i>-Wired & Wireless Microphones</i></p> <p><i>-Final Cut Pro Editing Software/Imac</i></p> <p><i>-Panasonic AG-AC90A HD Camera</i></p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2</p> <p>9.4.12.C.(1).3 9.4.12.C.(1).4</p> <p>9.4.12.C.(1).5 9.4.12.C.(1).6</p> <p>9.4.12.C.(2).2 9.4.12.C.(2).7</p>
<p>UNIT 4: Post- Production</p> <p>16 Days</p>	<p><i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i></p> <p><i>-Google Classroom</i></p> <p><i>-Final Cut Pro Editing Software/Imac</i></p> <p><i>-Panasonic AG-AC90A HD Camera</i></p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2</p> <p>9.4.12.C.(1).3 9.4.12.C.(1).4</p> <p>9.4.12.C.(1).5 9.4.12.C.(1).6</p> <p>9.4.12.C.(2).2 9.4.12.C.(2).7</p>
<p>UNIT 5: Workplace Skills Development</p> <p>18 Days</p>	<p><i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i></p> <p><i>-Google Classroom</i></p> <p><i>-Final Cut Pro Editing Software/Imac</i></p> <p><i>-Panasonic AG-AC90A HD Camera</i></p>	<p>9.4.12.C.(2).2</p> <p>9.4.12.C.(2).7</p>