



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Applied Technology

COURSE Broadcast Media

Curriculum Development Timeline

School: Ocean Township High School

Course: Broadcast Media

Department: Applied Technology

Board Approval	Supervisor	Notes
December 2012	Mike Lambusta	Update Standards
December 2017	Patrick O'Neill	Update Standards
August 2024	Erin M. Leahy	Updated to include New State Mandates

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COURSE Broadcast Media

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Phase I: What to Expect from Broadcast Media	11	Phase IV: Creating Media for Broadcast
2	Phase I: What to Expect from Broadcast Media	12	Phase IV: Creating Media for Broadcast
3	Phase I: What to Expect from Broadcast Media	13	Phase IV: Creating Media for Broadcast
4	Phase II: From Idea to Premiere	14	Phase IV: Creating Media for Broadcast
5	Phase II: From Idea to Premiere	15	Phase IV: Creating Media for Broadcast
Week	Marking Period 2	Week	Marking Period 4
6	Phase II: From Idea to Premiere	16	Phase V: Enrichment of All Aspects of Production
7	Phase III: Reflect, Re-think & Re-tool Ideas & Flow	17	Phase V: Enrichment of All Aspects of Production
8	Phase III: Reflect, Re-think & Re-tool Ideas & Flow	18	Phase V: Enrichment of All Aspects of Production
9	Phase III: Reflect, Re-think & Re-tool Ideas & Flow	19	Phase V: Enrichment of All Aspects of Production
10	Mid Term Exam	20	Final Exam

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COURSE Broadcast Media

Core Instructional & Supplemental Materials including various levels of Texts

Video cameras
Microphones (shotgun, handheld, lavaliers)
Headphones
Tripods
Lighting equipment
Adobe Premiere Pro (video editing software)
Adobe Photoshop (image editing)

Time Frame

3 weeks

Topic

Phase I: What to Expect from Broadcast Media
Broadcast Media: Introduction

Alignment to Standards

8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.1.12.CS.3: Compare the functions of application software, system software, and hardware
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the basic components of broadcast theory?
- How are the key elements of broadcasting used to influence audience?

SWBAT:

- Define Broadcast Media.
- Understand why media is a necessity
- Determine how the course, Broadcast Media, relates to today's media types
- Recognize different genres in media, TV and film.
- Understand and construct a critique of professional work
- Create a properly formatted scripted idea.
- Create and understand the use of story boarding.
- Understand the importance and the process of preproduction.
- Understand the process of creating media from idea to premiere.

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- Understand the possible career paths offered in broadcast, media and film.
- Meet expectations of class and teacher.
- Research and identify post-secondary educational opportunities for technical, artistic, broadcasting, and media career

paths.

- Research and identify career paths and employment opportunities in broadcasting and media.
- Identify and describe how the broadcast process works
- Research and identify certifications, technical degrees, bachelor or masters degrees necessary for various career paths

in technology, broadcasting, film, acting and other media careers.

- Identify, understand and master use of tools and technology used to create media
- Adobe Premiere Production Suite
- Final Cut Pro 7
- Multiple cameras using multiple media formats

Learning Activities:

- Review safety rules and procedures in the studio and in the field
- Review studio and field expectations
- Identify and review show components
- Discuss intended messages and importance of audience
- Research and identify legal issues in the broadcast field (waivers, releases, express permission)
- Identify elements of the show
- Identify roles for show and segment productions
- Question and answer period for students
- Room features, project references, room description

Assessments

Formative:

- Pretest, safety test, pre production assignments

Summative:

- Podcast Production/ Broadcast

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Assignments designed to meet students specific needs

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COURSE Broadcast Media

Interdisciplinary Connections

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their

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Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame	3 Weeks
Topic	
Phase II- From Idea to Premiere Broadcast Media: Show Construction	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. • 8.1.12.CS.3: Compare the functions of application software, system software, and hardware 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How will the show look and feel? • What format will the show follow? • What media outlets will the show be seen over? • What does it mean to obtain a level of celebrity? • What are the social responsibilities that go along with the celebrity/popularity of the show? • What are the legalities in creating a broadcast show? • What tools will be used to create the production? SWBAT:	

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- Create segment ideas both individually and collectively.
- Pre-produce their group and individual show segments.
- In a production groups using all studio equipment and tools to create media.
- Use technology in the post production faze to edit, fine tune and complete their final product.
- Use social media to broadcast, promote and critique their individual and group production.
- Legal aspects of using a subject's likeness for broadcast.
- Necessity of permits, permission and rights of location and talent in technology, broadcasting, film, acting and other media careers.
- Pre – Post Production to broadcast.
- Adobe Premiere Production Suite/Final Cut Pro software tutorials and training
- Camera, lighting and sound composition
- Waivers, releases and rights
- Necessity for post-secondary education in relationship to career paths.
- Required certifications and licenses. And/or licenses.
- Identify and explain weekly theme of the show
- Assign segments to individuals and rotate assignments.
- Assign and rotate producer for each show.
- Determine the best media outlets to broadcast the show and why
- Identify and understand how people receive media and from which outlets.
- Develop a process for promoting the show.

Learning Activities:

- Computer searches
- Review of supportive documentation
- Class discussions
- Creation of show outline (Pre-production)
- Studio and location filming (Production)
- Editing sessions (Post-Production)

Assessments

Formative:

- Final outline of a full 21 minute show breakdown, Storyboards of segment ideas, Scripts of segment ideas. Studio participation, Final weekly segment, Final weekly show

Summative:

- Podcast Production/ Broadcast

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

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COURSE Broadcast Media

Alternative:

- Assignments designed to meet students specific needs

Interdisciplinary Connections

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

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Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame	3 Weeks
Topic	
Phase III: Reflect, Rethink & Retool Ideas and Flow Broadcast Media: Show Construction: Continued	
Alignment to Standards	
8.1.12.CS.2: Model interactions between application software, system software, and hardware. • 8.1.12.CS.3: Compare the functions of application software, system software, and hardware 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
Learning Objectives and Activities	
SWBAT answer the following questions: • Is the weekly theme of the show working? • What segments have individuals been producing and how can they be better? • How can show producers better produce the show in the future? • What media outlets has the show been broadcasting on? Is it working? • How will the show be promoted? Can we promote better? SWBAT: • Approach from start to completion of reducing conceptual ideas to paper as a script or storyboard. • Pitch script or storyboard ideas at pre production meetings. • Develop story ideas. • Creation of ideas paths. Learning Activities: • Students will continue to pre produce, produce and premiere their weekly show.	

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Assessments

Formative:

- Weekly outline of segments to fill the 21 minute show breakdown, Weekly creation and airing of the Spartan Update, Weekly creation of individual show segments

Summative:

- Podcast Production/ Broadcast

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Assignments designed to meet students specific needs

Interdisciplinary Connections

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students learn specific production roles, terminology, symbols, and hand signals that are used for shooting and editing within the TV studio.**

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public,

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private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame

4 Weeks

Topic

Phase 4:Creating Media for Broadcast Continued

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COURSE Broadcast Media

Broadcast Media: Continuation of Show Production

Alignment to Standards

8.1.12.CS.2: Model interactions between application software, system software, and hardware. •
8.1.12.CS.3: Compare the functions of application software, system software, and hardware
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the weekly theme of the show?
- What segments will the individual be producing?
- Who will be producing the overall episode?
- What media outlets will the show be broadcasting on?
- How will the show be promoted?

SWBAT:

- Approach from start to completion of reducing conceptual ideas to paper as a script or storyboard.
- Pitch script or storyboard ideas at preproduction meetings.
- Idea development.
- Creation of ideas through production

Learning Activities:

- Students will pre produce, produce and premiere their weekly show using all learned tools and techniques.

Assessments

Formative:

- Weekly outline of segments to fill the 21 minute show breakdown, Weekly creation and airing of the Spartan Update, Weekly creation of individual show segments.

Summative:

- Podcast Production/ Broadcast

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

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Interdisciplinary Connections

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
Students research news topics to develop stories for news broadcasts.

SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. **Students analyze news reports to sort factual information from bias or opinion.**

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students write informational news stories and present them on camera during a news broadcast.**

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize

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information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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Career Education

CRP10: Plan education and career paths aligned to personal goals.

Time Frame	4 Weeks
Topic	
Phase 5:Daily Enrichment Phases of all Aspects of Production Broadcast Media: Broadcast Media: Enrichment	
Alignment to Standards	
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Learning Objectives and Activities	
SWBAT answer the following questions: • How do I use camera, lighting, sound & editing to convey a message to my target audience? • How can I further my knowledge of the use of above tools? • How do I use the new knowledge to influence and evoke emotion from my viewer?	

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SWBAT:

- Using the advanced applications of cameras, lighting, sound and editing. - Using the above tool to visually produce imaginative concepts.
- Making the impossible possible. Attempting to create what's imagined. There are no limitations to the possibilities the tools provide.

Learning Activities:

- Students will pre produce, produce and premiere their weekly show using all learned tools and techniques.

Assessments

Formative:

- Weekly outline of segments to fill the 21 minute show breakdown, Weekly creation and airing of the Spartan Update, Weekly creation of individual show segments.

Summative:

- Podcast Production/ Broadcast

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Assignments designed to meet students specific needs

Interdisciplinary Connections

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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Technology Integration

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Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP10: Plan education and career paths aligned to personal goals.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Applied Technology

COURSE Broadcast Media

- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

