

Sports Media & Journalism

Unit Title: History/Foundations of Sports Journalism

Stage 1: Desired Results

Standards & Indicators:

Standards spiral throughout the curriculum

- 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.

PATHWAY: A/V TECHNOLOGY & FILM (AR-AV)

- 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.

PATHWAY: JOURNALISM & BROADCASTING (AR-JB)

- 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).

MEDIA ARTS STANDARDS

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

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).	
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations,

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		models, and communicating with others.
<p>Central Idea/Enduring Understanding: In this unit students will learn all about the history of sports journalism and why it's so important that fans can receive detailed information about their favorite sports. The course will look at the growth of sports journalism over the years and what's changed, letting students understand the complexity of the industry. Additionally, students will be able to write and report about sports, sports-related, and sporting events as well as describe and identify the issues and events which merit reporting to the public.</p>	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● What is the communication process? ● What Is an Audience-Centered Speaker? ● What is Audience Analysis? ● What does "the demographics of an audience" mean? ● How can understanding demographics, psychographics, and situations help create a message? ● What does "tailor the speech to fit the audience" mean? ● What are some non-verbal cues that reflect that the audience is no longer attentive to the message? 	
<p>Content:</p> <ul style="list-style-type: none"> ● Origins of sports reporting (newspapers, early radio broadcasts) ● Landmark sports journalists & broadcasters (Grantland Rice, Red Smith, Howard Cosell) ● Evolution of mediums (print → radio → TV → digital → social media) ● The role of sports journalism in society (cultural impact, iconic moments) - Ethics in sports reporting 	<p>Skills(Objectives): Get Their Attention!: Students will better understand standard techniques and trends used to generate interest.</p> <p>Reality 101!: Students will explore the reality of sports, going behind the multimillion-dollar contracts and exploring different realities of the media sports industry and their approach to athletes. Hit the Target (Audience) Students will study different types of sports audiences to develop messages that will engage specific groups of audiences.</p> <p>Audience-Engaging Techniques: Students will learn about the sports industry standards and rules about engaging audiences and use those rules as a starting point to write and produce shows that sometimes may challenge the norms. "Know the rules so you can break them".</p>	
<p>Interdisciplinary Connections:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> ● Journal writing (NJSLs.ELA-LITERACY.W.RW.11-12.7) ● Close reading of digital resources (NJSLs.ELA-LITERACY.RI.CR.11-12.1) ● Create a resource of YouTube videos for teachers (NJSLs.ELA-LITERACY.W.WR.11-12.5 ● Keep a running word wall of sports communications vocabulary (NJSLs.ELA-LITERACY.W.WP.11-12.4) <p>Social Studies</p> <ul style="list-style-type: none"> ● Research the history of sports communications (NJSLs 6.1.12.CivicsPD.16.a) ● Use historical references to solve problems (NJSLs 6.1.12.EconNE.16.a) <p>World Language</p> <ul style="list-style-type: none"> ● Produce content in different languages. (NJSLs.7.1.IM.IPRET.1) ● Create a translated index of sports broadcasting vocabulary (NJSLs 7.1.IH.IPRET.4) ● Generate a translated list of words and phrases related to sports.(NJSLs 7.1.IM.IPRET.1) <p>Math</p> <ul style="list-style-type: none"> ● Research salaries of professionals in sports communications for a geographic area and specific sports and juxtapose against local cost of living (NJSLs.CR 9.2.12.CAP.4) ● Determine cost of teacher education and financial support for those seeking a career in education (NJSLs.CR 9.2.12.CAP.4) 		

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- Create a poster recruiting young people to focus their studies on a career in sports communications (NJSLS: VPA1.3.12.D.2)
- Design and create an infographic explaining digital citizenship (NJSLS: VPA 1.4.12.B,2) Science
- Research the latest developments in production hardware and software(NJSLS 9.2.12.C.1)
- Research latest developments in broadcast and streaming technology (NJSLS 9.2.12.C.1)
- Investigate applicable sports communications careers in STEM fields (NJSLS9.2.12.C.3)

Stage 2: Assessment Evidence

Performance Task(s):

- Timeline project of sports journalism history
- Analyze historic sports articles/broadcast clips
- Class debates: “Should sports journalists be fans or objective observers?”
- Guest speaker (local sports reporter or broadcaster)

Other Evidence:

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
Current Events
Discovery/Inquiry Based Learning
Document based questions
Debate
Direct instructionEffective 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

Resources:

Television Studio
Mac Computers
Final Cut Pro Editing Software
Digital Cameras
Tripods
Microphones
Internet

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

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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			
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 Sports Media & Journalism course.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid 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 grade level students reach success in College Prep Skills. The use of graphic organizers, writing</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 annotation make texts</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::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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	workshops, peer and instructor review and conferences, and revision opportunities help grade level students strengthen writing skills in the Sports Media & Journalism course.	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: Multimedia Sports Reporting

Stage 1: Desired Results

Standards & Indicators:

Standards spiral throughout the curriculum

- 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.

PATHWAY: A/V TECHNOLOGY & FILM (AR-AV)

- 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.

PATHWAY: JOURNALISM & BROADCASTING (AR-JB)

- 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).

MEDIA ARTS STANDARDS

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools

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9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8)	Sources of information are evaluated for accuracy and relevance when considering the use of information

<p>Central Idea/Enduring Understanding: In this unit students will receive hands-on practice in scriptwriting, production organization, camera techniques, storytelling approaches, aesthetics, fundamentals of directing, linear editing techniques, nonlinear editing techniques, basic concepts and processes of video and audio media production and editing, field production, the creation of computer generated graphics, makeup techniques for television and screen, lighting techniques, and on air performances.</p>	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● What is the communication process? ● What is an Audience-Centered Speaker? ● What is Audience Analysis? ● What does "the demographics of an audience" mean? ● How can understanding demographics, psychographics, and situations help create a message? ● What does "tailor the speech to fit the audience" mean? ● What are some non-verbal cues that reflect that the audience is no longer attentive to the message?
<p>Content:</p> <ul style="list-style-type: none"> ● Sports related field production. ● Producing video packages including post-game recaps, human interest features, highlight packages. ● Voicing over game highlights. ● Shooting both post-game interviews as well as post-game press conferences. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Interviewing athletes and coaches ● Shooting b-roll of practices and events ● Editing interviews and sports news packages ● Voicing over game highlights and recaps ● Creating content for social media outlets

<p>Interdisciplinary Connections:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> ● Journal writing (NJSLs.ELA-LITERACY.W.RW.11-12.7) ● Close reading of digital resources (NJSLs.ELA-LITERACY.RI.CR.11-12.1) ● Create a resource of YouTube videos for teachers (NJSLs.ELA-LITERACY.W.WR.11-12.5 ● Keep a running word wall of sports communications vocabulary (NJSLs.ELA-LITERACY.W.WP.11-12.4) <p>Social Studies</p> <ul style="list-style-type: none"> ● Research the history of sports communications (NJSLs 6.1.12.CivicsPD.16.a) ● Use historical references to solve problems (NJSLs 6.1.12.EconNE.16.a) <p>World Language</p> <ul style="list-style-type: none"> ● Produce content in different languages. (NJSLs.7.1.IM.IPRET.1) ● Create a translated index of sports broadcasting vocabulary (NJSLs 7.1.IH.IPRET.4) ● Generate a translated list of words and phrases related to sports.(NJSLs 7.1.IM.IPRET.1) <p>Math</p> <ul style="list-style-type: none"> ● Research salaries of professionals in sports communications for a geographic area and specific sports and juxtapose against local cost of living (NJSLs.CR 9.2.12.CAP.4)

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- Determine cost of teacher education and financial support for those seeking a career in education (NJSLC.CR 9.2.12.CAP.4)

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- Create a poster recruiting young people to focus their studies on a career in sports communications (NJSLC: VPA1.3.12.D.2)
- Design and create an infographic explaining digital citizenship (NJSLC: VPA 1.4.12.B,2) Science
- Research the latest developments in production hardware and software (NJSLC 9.2.12.C.1)
- Research latest developments in broadcast and streaming technology (NJSLC 9.2.12.C.1)
- Investigate applicable sports communications careers in STEM fields (NJSLC9.2.12.C.3)

Stage 2: Assessment Evidence

Performance Task(s):

- Edit a fully self-contained sports package
- Conduct post-game interviews
- Shoot game highlights
- Edit highlights with recap voiceovers
- Serve as a field reporter and/or videographer for PTHS sporting events.

Other Evidence:

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
Current Events
Discovery/Inquiry Based Learning
Document based questions
Debate
Direct instruction 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

Resources:

Television Studio
Mac Computers
Final Cut Pro Editing Software
Digital Cameras
Tripods
Microphones
Internet

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
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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	
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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 Sports Media & Journalism course.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid 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 grade level students reach success in College Prep Skills. The use of graphic</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</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::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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	organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help grade level students strengthen writing skills in the Sports Media & Journalism course.	annotation 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: Live Game/Play by Play Coverage

Stage 1: Desired Results

Standards & Indicators:

Standards spiral throughout the curriculum

- 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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PATHWAY: A/V TECHNOLOGY & FILM (AR-AV)

- 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.

PATHWAY: JOURNALISM & BROADCASTING (AR-JB)

- 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).

MEDIA ARTS STANDARDS

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	The media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
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.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
<p>Central Idea/Enduring Understanding: In this unit students will learn all about what goes into producing live sporting events, including the roles of both the 'on-air' talent as well as those behind the scenes making the broadcast possible. Some of the roles students may play are but are not limited to video technician, camera operator, production assistant, producer, media artist, media animator, video editor, audio editor, boom operator, audio engineer, broadcast technician, screenwriter, director, lighting designer, makeup artist, on-camera personality, voice-over actor, and more.</p>		<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● What are the different types of camera shots and angles? ● What are the different roles in live video production? ● What do viewers want from a quality live broadcast? ● How do live broadcasts utilize Chroma Key? ● How does Chroma Key deceive the viewers and alter reality? ● How must live broadcasting affect one's writing style? ● How do time management and communication skills become the focus of a cooperative working environment? ● How can live broadcasts become part of history, and what is the best way to present history to our viewers?
<p>Content:</p> <ul style="list-style-type: none"> ● Preparing for a live broadcast (i.e. pre-event content research, location scouting, etc..) ● Establishing the roles/duties of each individual member of the live event broadcast team. ● Live event rehearsal, including camera operation, control room responsibilities, live stream testing, on-air talent pre-event scripting. ● Post-event meetings and reflections. 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Maintain order on a set or filming location. ● Interpret scripts and coordinate different aspects of production. ● Create digital graphics. ● Animate digital graphics and video media. ● Prepare and organize footage for editing. ● Operate a boom microphone to capture dialogue during filming. ● Find filming locations. ● Oversee the logistics of filming in various locations. ● Develop scripts and participate in all phases of production. ● Develop and execute a variety of special effects during and after filming. ● Manage all personnel on set and oversee all aspects of production from setup to broadcast/stream. ● Maintain a professional YouTube channel. ● Export files for a variety of purposes. ● Troubleshoot issues with hardware and software. ● Effectively communicate with crew members and talent.

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Interdisciplinary Connections:

English Language Arts

- Journal writing (NJSLS.ELA-LITERACY.W.RW.11-12.7)
- Close reading of digital resources (NJSLS.ELA-LITERACY.RI.CR.11-12.1)
- Create a resource of YouTube videos for teachers (NJSLS.ELA-LITERACY.W.WR.11-12.5
- Keep a running word wall of sports communications vocabulary (NJSLS.ELA-LITERACY.W.WP.11-12.4)

Social Studies

- Research the history of sports communications (NJSLS 6.1.12.CivicsPD.16.a)
- Use historical references to solve problems (NJSLS 6.1.12.EconNE.16.a)

World Language

- Produce content in different languages. (NJSLS.7.1.IM.IPRET.1)
- Create a translated index of sports broadcasting vocabulary (NJSLS 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases related to sports.(NJSLS 7.1.IM.IPRET.1)

Math

- Research salaries of professionals in sports communications for a geographic area and specific sports and juxtapose against local cost of living (NJSLS.CR 9.2.12.CAP.4)
- Determine cost of teacher education and financial support for those seeking a career in education (NJSLS.CR 9.2.12.CAP.4)

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a career in sports communications (NJSLS: VPA1.3.12.D.2)
- Design and create an infographic explaining digital citizenship (NJSLS: VPA 1.4.12.B,2) Science
- Research the latest developments in productions hardware and software(NJSLS 9.2.12.C.1)
- Research latest developments in broadcast and streaming technology (NJSLS 9.2.12.C.1)
- Investigate applicable sports communications careers in STEM fields (NJSLS9.2.12.C.3)

Stage 2: Assessment Evidence

Performance Task(s):

The students will produce a variety of PTHS sporting events and live-stream them to our community. We will work alongside our district's media services department to stream a handful of live sporting events, utilizing classroom students as our production team.

Other Evidence:

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

Resources:

Television Studio
Mac Computers
Final Cut Pro Editing Software
Digital Cameras
Tripods
Microphones
Internet

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

Sports Media & Journalism

<p>Academic vocabulary and language Accountable talk Cooperative learning Cues, questions, activating prior knowledge Current Events Discovery/Inquiry Based Learning Document based questions Debate Direct instruction 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>	<ul style="list-style-type: none"> • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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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</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid 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</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</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</p>

Sports Media & Journalism

<p>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 Sports Media & Journalism course.</p>	<p>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 grade level students reach success in College Prep Skills. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help grade level students strengthen writing skills in the Sports Media & Journalism course.</p>	<p>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 annotation 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>Provide word banks Allow for translators, dictionaries</p>
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Unit Title: Fantasy Sports & Sports Gambling

Stage 1: Desired Results

Standards & Indicators:

Standards spiral throughout the curriculum

- 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.

Sports Media & Journalism

PATHWAY: A/V TECHNOLOGY & FILM (AR-AV)

- 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.

PATHWAY: JOURNALISM & BROADCASTING (AR-JB)

- 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).

MEDIA ARTS STANDARDS

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	The media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
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

Interdisciplinary Connections:

English Language Arts

- Journal writing (NJSLS.ELA-LITERACY.W.RW.11-12.7)
- Close reading of digital resources (NJSLS.ELA-LITERACY.RI.CR.11-12.1)
- Create a resource of YouTube videos for teachers (NJSLS.ELA-LITERACY.W.WR.11-12.5
- Keep a running word wall of sports communications vocabulary (NJSLS.ELA-LITERACY.W.WP.11-12.4)

Social Studies

- Research the history of sports communications (NJSLS 6.1.12.CivicsPD.16.a)
- Use historical references to solve problems (NJSLS 6.1.12.EconNE.16.a)

World Language

- Produce content in different languages. (NJSLS.7.1.IM.IPRET.1)
- Create a translated index of sports broadcasting vocabulary (NJSLS 7.1.IH.IPRET.4)
- Generate a translated list of words and phrases related to sports.(NJSLS 7.1.IM.IPRET.1)

Math

- Research salaries of professionals in sports communications for a geographic area and specific sports and juxtapose against local cost of living (NJSLS.CR 9.2.12.CAP.4)
- Determine cost of teacher education and financial support for those seeking a career in education (NJSLS.CR 9.2.12.CAP.4)

Sports Media & Journalism

Fine & Performing Arts

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- Investigate applicable sports communications careers in STEM fields (NJSL9.2.12.C.3)

Stage 2: Assessment Evidence

Performance Task(s):

- Students will compile an on-going analysis of Bringing Down the House that will evaluate their understanding of the text.
- Students will participate in graded class and online discussions.
- Students will complete an analytical essay exploring the impact of gambling on boxing and horse racing.
- Students will complete a formal argumentative essay examining the role of fantasy leagues within the sports world.
- Students will complete an analytical analysis of the various poems and short stories for the unit.

Other Evidence:

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
Current Events
Discovery/Inquiry Based Learning
Document based questions
Debate
Direct instruction
Effective Questioning
Field Experience
Flexible/strategic grouping
Formative/Strategic grouping
Graphic organizers
Hands on learning
Homework and practice

Resources:

Television Studio
Mac Computers
Final Cut Pro Editing Software
Digital Cameras
Tripods
Microphones
Internet

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

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- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
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Sports Media & Journalism

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	
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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

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<p>understanding of the material in the Sports Media & Journalism course.</p>	<p>projects also helps grade-level students reach success in College Prep Skills. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities helps grade-level students strengthen writing skills in the Sports Media & Journalism course.</p>	<p>leveled texts, and providing graphic organizers to encourage active reading and annotation 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>	
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Pacing Guide

Content	Resources	Standards
UNIT 1: History/Foundations of Sports Journalism		
<p>20 Days</p> <p>Focus: Foundations, evolution of sports reporting, ethics, and impact on society.</p>	<p>CHAPTERS</p> <ul style="list-style-type: none"> ● Intro to course & syllabus overview ● What is sports journalism? Early examples in newspapers ● Key figures (Grantland Rice, Red Smith, Jim Murray, etc.) ● Evolution of radio & TV sports broadcasting ● Rise of ESPN & 24-hour sports news ● Sportswriting styles (game recap, column, feature) ● Ethics in sports reporting (objectivity, bias, sensationalism) ● Case studies: Steroid scandals, media controversies ● The digital age: blogs, podcasts, and social media <p>Unit Online Assessment: Unit 1 Quiz + short essay ('How has sports journalism shaped sports culture?')</p>	<ul style="list-style-type: none"> ● 9.3.12.AR.1 ● 9.3.12.AR.2 ● 9.3.12.AR.3 ● 9.3.12.AR.4 ● 9.3.12.AR.5 ● 9.3.12.AR.6 ● 9.3.12.AR-AV.1 ● 9.3.12.AR-AV.2 ● 9.3.12.AR-AV.3 ● 9.3.12.AR-AV-4 ● 9.3.12.AR-JB.1 ● 9.3.12.AR-JB.2 ● 9.3.12.AR-JB.3 ● 9.3.12.AR-JB.4 ● 1.2.12prof.Cr1a ● 1.2.12prof.Cr1b

Sports Media & Journalism

UNIT 2: Multimedia Sports Reporting		
<p>25 Days</p> <p>Focus: Developing skills in writing, audio, video, and digital storytelling.</p>	<p>CHAPTERS</p> <ul style="list-style-type: none"> ● Multimedia storytelling basics (text, photo, video, audio) ● Writing for digital platforms vs print ● Sports podcasting basics (script, voice, editing) ● Students record a short podcast on a local or national sports topic ● Video production: Shooting highlights, interviews, standups ● B-roll and sports highlight reels ● Social media strategy: Twitter/X, Instagram, TikTok for sports <p>Unit Online Assessment: Multimedia Portfolio (blog, photo essay, podcast, video)</p>	<ul style="list-style-type: none"> ● 9.3.12.AR.1 ● 9.3.12.AR.2 ● 9.3.12.AR.3 ● 9.3.12.AR.4 ● 9.3.12.AR.5 ● 9.3.12.AR.6 ● 9.3.12.AR-AV.1 ● 9.3.12.AR-AV.2 ● 9.3.12.AR-AV.3 ● 9.3.12.AR-AV-4 ● 9.3.12.AR-JB.1 ● 9.3.12.AR-JB.2 ● 9.3.12.AR-JB.3 ● 9.3.12.AR-JB.4 ● 1.2.12prof.Cr1a ● 1.2.12prof.Cr1b
UNIT 3: Live Game/Play by Play Coverage		
<p>25 Days</p> <p>Focus: Play-by-play, color commentary, sideline reporting, and live sports coverage.</p>	<p>CHAPTERS</p> <ul style="list-style-type: none"> ● Play-by-play fundamentals ● Students practice calling recorded game clips ● On-camera presence: Sideline reporting, interviews ● Live production roles (director, producer, camera, talent) ● Streaming technology basics (OBS, YouTube Live, NFHS Network) ● Full practice broadcast of a school sporting event (or archived game) <p>Unit Online Assessment: Students rotate through live production roles and submit a reflection</p>	<ul style="list-style-type: none"> ● 9.3.12.AR.1 ● 9.3.12.AR.2 ● 9.3.12.AR.3 ● 9.3.12.AR.4 ● 9.3.12.AR.5 ● 9.3.12.AR.6 ● 9.3.12.AR-AV.1 ● 9.3.12.AR-AV.2 ● 9.3.12.AR-AV.3 ● 9.3.12.AR-AV-4 ● 9.3.12.AR-JB.1 ● 9.3.12.AR-JB.2 ● 9.3.12.AR-JB.3 ● 9.3.12.AR-JB.4 ● 1.2.12prof.Cr1a ● 1.2.12prof.Cr1b

Sports Media & Journalism

UNIT 4: Fantasy Sports/Sports Gambling

15 Days

Focus: Understanding the business side of sports media, stats, analytics, and ethical considerations.

CHAPTERS

- Introduction to fantasy sports: history, platforms, rules
- Sports stats and analytics in journalism
- Sports gambling industry overview (legal vs illegal, major platforms)
- Journalism ethics: covering sports betting responsibly
- Data journalism: Using stats to tell stories
- Students use box scores to write analytical recaps

Unit Online Assessment: Final Project

- Option 1: Produce a multimedia sports feature package
- Option 2: Host a mock fantasy league podcast/segment
- Option 3: Produce a live event sports broadcast highlight reel

Final Presentations & Course Reflection

- 9.3.12.AR.1
- 9.3.12.AR.2
- 9.3.12.AR.3
- 9.3.12.AR.4
- 9.3.12.AR.5
- 9.3.12.AR.6
- 9.3.12.AR-AV.1
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-AV-4
- 9.3.12.AR-JB.1
- 9.3.12.AR-JB.2
- 9.3.12.AR-JB.3
- 9.3.12.AR-JB.4
- 1.2.12prof.Cr1a
- 1.2.12prof.Cr1b