

Pascack Valley Regional High School District

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

Course Name: Honors Broadcast Television Production

Born On: August, 2020
Current Revision: August, 2026
Board Approval: 8/24/26

New Jersey Curricular Mandates for Technology Education & Video Production

Disabled & LGBT:

18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Diversity, Equity, and Inclusion (DEI):

C.18A:35-4.36a - Curriculum to include instruction on diversity and inclusion. 1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

Amistad Law:

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

Climate Change:

2026 NJSL-Computer Science and Design Thinking: At the core of computer science and design thinking education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. Learning experiences that enable students to apply content knowledge and employ computational thinking skills prepare students for the work of tomorrow by proposing solutions concerning the balancing of societal, environmental, and economic needs for a sustainable future. Further, leveraging topics such as computational sustainability and clean technology (Cleantech), technologies that either reduce or optimize the use of natural resources while reducing the negative effect that technology has on the planet and its ecosystems, is essential for developing a populace with the knowledge and skills necessary to mitigate the effects of climate change.

Honors Broadcast Television			
Unit 1: What is Television & Broadcast Journalism?			
Time Allotted: Approximately 2-3 weeks			
New Jersey Student Learning Standards (NJSLS)			
1.2.12adv.Cr1a Fluently integrate generative methods, aesthetic principles, and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr1b Fluently integrate a sophisticated personal aesthetic for media arts productions. 1.2.12adv.Cr1c Demonstrate knowledge of systems, prototypes, and production processes with consideration of complex constraints including goals, time, resources, and personal limitations. 1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles. 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. 8.1.12.A.1 Create a personal digital portfolio that reflects personal and academic interests, achievements, and career aspirations using a variety of digital tools and resources. 8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What is the purpose of broadcast journalism? - How do we measure the effectiveness of broadcast journalism? - How is writing for voice unique from other writing styles? - How do we use a camera to convey journalistic stories?	- Explore how journalism derives from the 1st Amendment of the Constitution through the freedom of the press. - Understand that writing (scripts) in broadcast journalism are written to be spoken and must include lead-ins that hook the audience without giving the story away. - Explore the role of segues to transition from a story to another to create flow in a newscast.	- Discuss and record basic terms and definitions involved in broadcast journalism and writing for voice. - Hands-on introduction to editing video clips by using clips recorded - Hands-on activity where they will set up a camera. - Transfer clips to the computer and edit them in Adobe Premiere. The edited 30-second video will be used as a rollout in an engaging scenario. - Discuss freedom of the press and its value in a democracy under the 1st Amendment in the	- Articulate via a mini-presentation how they could play a role as journalists at their high school. Presentations will be assessed using a single-point grading rubric. - Students' responses to analyses of video clips. - Daily journal entry on topics ranging from identifying lead-ins and segues to speaking/writing styles. - Demonstrate the three basic steps to setting up a studio camera.

	- Identify camera parts and their functions as they are used to execute an effective broadcast. - Utilize the process of team collaboration to generate a broadcast.	Constitution.	Evaluation of video submission using a single-point grading rubric.
Resources/Materials	- Samples of news and video clips - Adobe Premiere Pro - Camera Equipment		
Interdisciplinary Connections	W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacy, and Key Skills	9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue. 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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society. 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4 Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science & Design Thinking	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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.			
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
• Display labeled images of camera equipment. • Repeat, clarify or reword directions.	• Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. • Extra time for assigned tasks or adjust length of assignment.	• Incorporate student choice. • Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.	• Lead the class in the deciphering of new learning. • Create a more detailed project which includes additional research outside of project requirements. • Engage in more complex project, which uses advanced techniques.

Honors Broadcast Television
Unit 2: Roles of the Studio
Time Allotted: Approximately 2 Weeks
New Jersey Student Learning Standards (NJSLS)
1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Pr5c Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Cn11b Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. 8.2.12.ED.5 Evaluate the effectiveness of a product or system based on factors related to requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What is required to prepare, produce and edit a weekly news show? - What types of equipment are used in a TV Studio? - What roles/jobs are essential for a television broadcast?	- Set up the studio and control room for the weekly show. - Produce, film and edit weekly news segments. - Understand that teamwork is essential for a well run news show. - Communicate and collaborate with classmates during each stage of the planning and production process. - Operate and perform every job in the studio and control room. - Market their show to their specific audience.	- Do a “dry run” of a news show. - Each student is assigned to each role at least once during mock shows. - Watch examples of real news shows, previous school news shows, and behind the scenes of real news shows.	- Participation in daily classroom discussions and planning and preparation of weekly broadcast. - All projects and broadcasts will be evaluated using a single-point grading rubric. - Review and critique their broadcast on a daily/weekly basis with teacher and student input/suggestions.
Resources/Materials	- Cameras - Laptops - Editing Software - Tripods - Teleprompter - Wireless Mics - Tricaster		
Interdisciplinary Connections	RL.IT.11-12.7 Analyze, compare, and evaluate multiple interpretations of a story, drama, or poem (e.g., recorded or live productions), evaluating how each version interprets the source text. W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue. 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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing		

	of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4 Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science and Design Thinking	8.2.12.ED.5 Evaluate the effectiveness of a product or system based on factors related to requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6 Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Display labeled images. ● Restate design steps aloud before project activity. ● Assign a native language partner.	● Provide extended time for the creation of products. ● Scaffolded explanations for proper use of equipment.	● Encourage student choice of topics / genres. ● Frequent feedback from teacher.	● Assign students additional or more complex show segments. ● Assign leadership role and/or “student producer” credit.

Honors Broadcast Television			
Unit 3: Voiceovers			
Time Allotted: Approximately 2-3 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.2.12adv.Cr1a Fluently integrate generative methods, aesthetic principles, and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles. 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Pr5c Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What is a voiceover (VO) and how do you execute it in a newscast? - How is broadcast writing style different than print or online?	- Explore the process of news gathering (the process of shooting/gathering news). - Distinguish between explanations (preferred) vs. descriptions in telling a visual story. - Distinguish between writing style for broadcast and writing for print through the use of short sentences and phrases, punctuation for pauses, active voice, and approximate	- Students will work in pairs on a video scavenger hunt. - In groups, students will film and edit b-roll from the video scavenger hunt. - Write scripts for news segments. - Students will storyboard the shots for their news segments. - Students will cut out newspaper articles from a recent issue of the local paper. - Students will rewrite the article using broadcast writing	- Script will be assessed for the use of writing for voice techniques. - Individual student presentations of a newscast with a voiceover including complimentary b-roll will be assessed single-point grading rubric.

	numbers used for statistics. • Convert a newspaper story into a broadcast story. • Convert a school announcement into a broadcast story. • Understand that journalistic writing must tell the story of what takes place, while simultaneously matching the edited b-roll (video) at the same time.	conventions. • Students will access the daily announcements and choose one to rewrite using broadcast writing conventions.	
Resources/Materials	• Snowball microphones • Voiceover microphones • Editing software		
Interdisciplinary Connections	W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and Key Skills	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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society. 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science & Design Thinking	8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had		

	on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Use sentence/paragraph frames to assist with writing reports. ● Provide extended time for written responses and reports. ● Assign a native language partner.	● Use sentence/paragraph frames to assist with writing reports. ● Provide extended time for written responses and reports.	● Use a graphic organizer to categorize topics. ● Provide an outline for journal entries and research tasks. ● Provide extended time for written responses and reports.	● Compare and contrast two influential newscasters and the impact they have on the world. ● Interview a journalist about their personal influences and reflect upon how this affects their career.

Honors Broadcast Television
Unit 4: Packages
Time Allotted: Approximately 6-8 Weeks
New Jersey Student Learning Standards (NJSLS)
1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles. 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Pr5c Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Cn10b Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences. 1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What makes a news show compelling and fun to watch? - What are the components of a news show? - How do we use B-Roll to create and enhance news packages?	- Conduct and film an interview. - Film B-roll for their videos. - Understand the elements of a compelling news story. - Explore how various elements and video techniques can enhance their news segments. - Utilize the interests of the intended audience to generate compelling news content.	- View and analyze examples of news segments, from television and from the school news show. - Create both short and long form news segments for the target audience (school) on a weekly basis.	- All projects and broadcasts will be evaluated using a single-point grading rubric. - Review and critique their videos on a weekly basis with teacher and student input/suggestions.
Resources/Materials	- Cameras - Handheld mics - Editing software		
Interdisciplinary Connections	RL.IT.11-12.7 Analyze, compare, and evaluate multiple interpretations of a story, drama, or poem (e.g., recorded or live productions), evaluating how each version interprets the source text. W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service-learning activity that addresses a local or global issue. 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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society. 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.		

	9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science and Design Thinking	8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product. 8.2.12.ETW.4 Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Assign a native language partner. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc.	● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Provide an outline of lessons. ● Get a written list of instructions. ● Receive large project as smaller tasks with individual deadlines.	● Invite parents, neighbors, friends, the school principal and other community members to attend student run film festivals. ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks.	● Lead the class in the deciphering of new learning. ● Create a more detailed report which includes additional research outside of project requirements. ● Engage in more complex project, which uses advanced techniques.

Honors Broadcast Television

Unit 5: On-Air Talent

Time Allotted: Approximately 8-10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles.
- 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
- 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts.
- 1.2.12adv.Pr6b Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.

1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.

1.2.12adv.Re9a Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes while considering complex goals and factors.

1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values.

1.2.12adv.Cn11b Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

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.

8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What makes a TV news anchor successful in his/her role? - How does a news anchor connect with the viewers?	- Gain experience in being on-air talent on the morning news show - Learn how to connect with an audience and understands its importance and the skills involved - Learn how to prepare for on-air appearance - Explore firsthand how to read news stories on air	- Practice reading scripts from the teleprompter - Collaborate with journalism class to develop their public speaking - Rotate as anchors for the school news show.	- Production of the television news program and on-air personality will be evaluated using a single-point grading rubric - Review and critique their performances on a daily basis with teacher and student input/suggestions - Participation in classroom discussion
Resources/Materials	- Professional news sources and segments - Professional journalists - Camera equipment - Adobe Premiere Pro		
Interdisciplinary Connections	RL.IT.11-12.7 Analyze, compare, and evaluate multiple interpretations of a story, drama, or poem (e.g., recorded or live productions), evaluating how each version interprets the source text. W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.		

	W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and Key Skills	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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.		
Computer Science and Design Thinking	8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
- Assign a native language partner. - Scaffold news clips and demonstrations.	- Provide adequate time for news show development. - Create shorter script. - Utilize graphic responses.	- Break anchor set up into smaller pieces. - Conference with teacher during the writing process.	- Develop longer news segment with multiple parts. - Research and investigate school news to present to class with B-roll with multiple journalists.

Honors Broadcast Television			
Unit 6: Advertising			
Time Allotted: Approximately 6-8 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.2.12adv.Cr1a Fluently integrate generative methods, aesthetic principles, and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles. 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Pr5c Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Cn10b Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences. 1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.ETW.4 Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What sells a product or promotes an event? - What is required to build a successful marketing campaign? - How is artistic impression an important selling point?	- Investigate different approaches to marketing a product to a specific audience. - Understand the role of creativity in the production of an advertisement. - Identify simple strategies used in the production of an	- Create a 60-120 second segment promoting a school event. - Produce a 60 second PSA. - Produce advertisements and campaigns for clubs, events, etc. based upon the needs of the	- Participate in classroom discussion. - Review and critique their advertisements with teacher and student input/suggestions. - Final segments will be

	advertisement. • Understand the importance of the planning and preparation phase of producing an advertisement. • Design and create advertisements and campaigns.	school and in an effort to promote a positive school culture. .	evaluated using a single-point grading rubric
Resources/Materials	• Cameras • Microphones • Tripods • Editing Software		
Interdisciplinary Connections	RI.MF.11-12.6 Analyze, integrate, and evaluate multiple sources of information presented in different media and formats, as well as in words, in order to address a question, solve a problem, or make informed decisions. W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and Key Skills	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.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science and Design Thinking	8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.ETW.4 Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
● Assign a native language partner. ● Restate steps aloud before project activity.	● Provide adequate space for movement. ● Provide outlines to structure content.	● Provide a framework/timeline. ● Invite peers within or outside the class, parents and other school professionals to be part of the project.	● Assign a leadership role. ● Ask to produce a more complex segment or multiple segments.

Honors Broadcast Television
Unit 7: Writing for News
Time Allotted: Approximately 6-8 Weeks
New Jersey Student Learning Standards (NJSLS)
1.2.12adv.Cr1a Fluently integrate generative methods, aesthetic principles, and innovative thinking to form original ideas and solutions. 1.2.12adv.Cr3a Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles. 1.2.12adv.Pr5a Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 1.2.12adv.Pr5b Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. 1.2.12adv.Pr6a Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 1.2.12adv.Re7a Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks. 1.2.12adv.Re8a Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias. 1.2.12adv.Re9a Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes while considering complex goals and factors. 1.2.12adv.Cn10b Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences. 1.2.12adv.Cn11a Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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.

8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What makes a compelling written news segment? - What is necessary to hold the viewers' attention?	- Investigate how to "sell" a story. - Explore how to create scripts that are short and conversational. - Understand the role of simplicity as a key element in writing for TV News. - Learn the importance of collaboration and communication with peers to meet goals and deadlines. - Write news scripts for the weekly news show.	- Students will write a segment based upon a story contributed by a student, teacher or staff member. - Students will be tasked with condensing a full-page announcement to a 15-20 second segment.	- Weekly news show and segments will be evaluated using teacher and student-generated rubrics. - Students' abilities to "sell" their stories to their audience will be evaluated using a single-point grading rubric.
Resources/Materials	- Cameras - Microphones - Tripods - Editing Software		
Interdisciplinary Connections	RI.MF.11-12.6 Analyze, integrate, and evaluate multiple sources of information presented in different media and formats, as well as in words, in order to address a question, solve a problem, or make informed decisions. W.PD.11-12.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. W.RW.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting resources, focusing on what is most significant for a specific purpose and audience. W.SE.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new information and arguments.		
Career Readiness, Life Literacies, and	9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other projects and		

Key Skills	determine the strategies that contribute to effective outcomes. 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics. 9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. 9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content, and responsibilities of careers and other aspects of society. 9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 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.		
Computer Science and Design Thinking	8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 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. 8.2.12.EC.1 Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.NT.1 Explain how different groups can contribute to the overall design of a product.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
- Assign a native language partner. - Highlight key vocabulary words pertinent to content.	- Provide extended time for the creation of products. - Scaffolded explanations for proper use of equipment.	- Incorporate student choice. - Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.	Make a student “Head Writer” of the show to extend his/her role.