



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Broadcasting II

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Approved by the Midland Park Board of Education on
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CCCS born on 9/2012

Addendum 5/2016

NJSLS born on 8/2017

Broadcasting II Curriculum Overview

This in-depth course is for students who enjoyed Broadcasting I and who wish to continue studying media arts. This course will give students a real world experience by allowing them to produce professional pieces for broadcast on local access programming. A variety of projects challenge students to think of creative and exploratory ways to use the media of television. This course is repetitive in nature for the purpose of practice, reflection and improvement.

Suggested Course Sequence*:

UNIT 1: Reviewing the Basics - TV Production Process, Terminology, Framing Composition and Shot Types and Camera Motion

UNIT 2: Broadcast Quality - Openings, Credits, Music, Keys, Graphics, Transitions, Jump Cuts, B-Roll, Interviews (Ongoing)

UNIT 3: Show Production - Good Morning Midland Park, The List, Weather/Sports Schedule, Fall Play Video/Sound elements, Profile Package, Entertainment Segment, Sports Report, Sports/News/Entertainment Packages, Interview Show and Parody/Recreation of an existing television show. (Ongoing)

UNIT 4: Review, Critique and Revamp - Shows and/or Specific Elements (Ongoing)

Pre-Requisite: Broadcasting I

Content Area: Broadcast Quality Programming**Unit Title: Reviewing the Basics****Grade Level: 11-12**

Unit Summary: Students will review basic production skills previously learned in Broadcasting 1

Interdisciplinary

Connections: Previous production courses, teamwork, technology and communication

21st Century**Themes and Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJSLS.9.3.12.AR JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
NJSLS.9.3.12.AR JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
NJSLS.9.3.12.AR AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12.AR AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12.AR AV.3	Demonstrate technical support skills for audio, video and/or film productions.
NJSLS.9.3.12.AR AV.4	Design an audio, video and/or film production.

Standards (Content and Technology):

CPI#:	Statement:
NJSLS.8.1.12.A.2	Select and use applications effectively and productively.
NJSLS.8.1.2.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.
Unit Essential Question(s): <ul style="list-style-type: none"> Why is it important to know the proper techniques used in television production? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Effective communication is the basis for all visual media. Audience manipulation requires a skilled and knowledgeable director. There are many tools at your disposal.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Review the TV Production Process, Industry Terminology and the Art of Cinematography 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations 	

- Allow extended time to answer questions
- Accept participation at any level, even one word
- At-Risk Students
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Reviewing the Basics - The Production Process	Review the phases and elements of a production	1 Day
Reviewing the Basics - Terminology	Review the language of video and film	1 Day
Reviewing the Basics - Cinematography	Framing Composition and Shot Types and Camera Motion	3 Days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcast Quality Programming**Unit Title: Ready for Air****Grade Level: 11-12****Unit Summary:** Students will view and discuss the elements that make a piece look professional and ready for air.**Interdisciplinary****Connections:** Previous production courses, teamwork, technology and communication**21st Century****Themes and Skills:****CRP1.** Act as a responsible and contributing citizen and employee.**CRP2.** Apply appropriate academic and technical skills.**CRP3.** Attend to personal health and financial well-being.**CRP4.** Communicate clearly and effectively and with reason.**CRP5.** Consider the environmental, social and economic impacts of decisions.**CRP6.** Demonstrate creativity and innovation.**CRP7.** Employ valid and reliable research strategies.**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.**CRP9.** Model integrity, ethical leadership and effective management.**CRP10.** Plan education and career paths aligned to personal goals.**CRP11.** Use technology to enhance productivity.**CRP12.** Work productively in teams while using cultural global competence.

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NJSLS.9.3.12.AR JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
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Unit Essential Question(s): <ul style="list-style-type: none"> What separates the professionals and the at home enthusiast (amateur)? 	Unit Enduring Understandings: <ul style="list-style-type: none"> The concept of "good enough" does not go over well in a professional environment. The untrained eye might not know why they think one piece looks better than another but as a budding professional it is important to know these specifics. Stronger pieces equals a more critical eye for the details.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Review good and bad examples of the following production elements: Openings, Credits, Music, Keys, Graphics, Transitions, Jump Cuts, B-Roll, Interviews Students will create and use these in their productions throughout the year 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners Assign a buddy, same language or English speaking 	

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- Gifted and Talented Students
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Ready for Air Show Elements	View examples of good and bad production elements. Students will analyze what specifically is good or bad and emulate and/or recreate those elements for their own projects.	Ongoing

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcast Quality Programming**Unit Title: Show Productions****Grade Level: 11-12**

Unit Summary: Students will create a variety of professional and ready for air programs for the local access station and for homeroom broadcasts

Interdisciplinary

Connections: Previous production courses, teamwork, technology and communication

21st Century**Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
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NJSLS.9.3.12.AR JB.4	Demonstrate technical support related to media production (<i>e.g.</i> , broadcast, video, Internet, mobile).
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NJSLS.8.1.P.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Contribute to project teams to produce original works or solve problems.	
Unit Essential Question(s): <ul style="list-style-type: none"> How do I produce different show formats? How and when should I use costumes, props and make-up in my production? How many takes do I need? Is my pre-production work thorough enough for production day? What can I do in post production that unifies or brands my show from start to finish? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Stronger pieces equals a more critical eye for the details. When a plan goes awry you must find a suitable solution. Think for the edit.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will write, produce, direct and edit a variety of original productions throughout the year. 		
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.		
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
The Projects	View examples of past programming. Students will brainstorm ideas, write scripts, film, perform, direct and edit projects that are "airable".	Ongoing

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Broadcast Quality Programming**Unit Title: Review, Critique, Revamp****Grade Level: 11-12**

Unit Summary: Students will analyze their work and make changes to raise the bar of their own expectations.

Interdisciplinary

Connections: Previous production courses, teamwork, technology and communication

21st Century**Themes and Skills:**

CRP1. Act as a responsible and contributing citizen and employee.

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Unit Essential Question(s): <ul style="list-style-type: none"> What was my last production lacking? What elements were weak? If I had the opportunity to re do it what would I change? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Stronger pieces equals a more critical eye for the details. Reviewing your work and considering feedback is just as important as the idea, pre-production, filming and editing. Practicing reflection leads to insight.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will review, consider and offer constructive feedback on all projects produced in the class. 	
Formative Assessments: Quizzes, Discussion, Self Assessment, Teacher Input, Project Rubric Summative/Benchmark Assessments): Resources/Materials (copy hyperlinks for digital resources): Various materials reprinted from magazine, internet and newspaper sources as well as teacher made handouts.	
Modifications: <ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Review, Critique and Revamp	Students will: <ul style="list-style-type: none"> • View all projects produced • Take note of both positive and negative aspects of each • Share their opinions with the class • Reflect on their own projects and consider what the could do to improve it if given the chance 	Ongoing

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit: