

# Secaucus Board of Education

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Broadcast Live  
Course Code:1821  
*English Language Arts Literacy*



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*Born on December 2016*  
*Aligned to the NJSLS-ELA adopted 2016*  
*Aligned to the Technology and 21<sup>st</sup> Century Life and Careers Standards adopted 2014*  
*Adopted by the Secaucus Board of Education on January 19, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Description**

The Broadcasting Live Curriculum incorporates the skills acquired in Video Production I, Video Production II, Editing, Advanced Film, and Writing for Mass Media. Broadcasting Live encompasses the technical and aesthetic concepts of media creation. Students will further develop their pre-production through non-linear editing skills, through a series of lessons and assignments and will learn critical evaluation of produced content. Students will learn valuable technological and multi-disciplinary skills, while increasing school morale and contributing to the overall school presence through the delivery of school events and activities via television and the Internet.

The focus of this class is to create original content for a morning news broadcast and air to the student body. More than an opportunity to give students a chance to perform for the camera, this class serves as an ideal way to teach students the communication, critical thinking, and new media literacy skills needed for life-long success. Students will use oral and written communication skills by writing scripts for the broadcast and special features to be aired on the morning show. Once the writing is completed, students must organize the necessary components of the broadcast. Students will enhance their ability to organize, analyze, evaluate, and synthesize information. In addition to strengthening curricular skills, this class utilizes teamwork and individual responsibility by working under pressure to meet daily deadlines, important life career skills. Students will have clear roles and responsibilities. Over the course of the semester, all students will have hands-on experience in each of the different production roles.

### **Interdisciplinary Connections**

- ✓ Language Arts
- ✓ Public Speaking
- ✓ Communications
- ✓ Business
- ✓ Current Events

- ✓ History of the television and time periods
- ✓ Technology

### **Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<b>Staging and Interacting with Talent</b>				
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>				
	<b>Reading</b>		<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	<b>Tech</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	<b>21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
<b>Career Ready Practices:</b>	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				
<b>Essential Questions:</b>	<b>Objectives:</b>		<b>Activities, Investigation, and Student Experiences:</b>		
<ul style="list-style-type: none"> <li>What is cross-</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Define foreground, middle ground, and background.</li> </ul>		To assist in meeting this standard, students may:		

<p>camera shooting?</p> <ul style="list-style-type: none"> <li>• What is a cutaway?</li> <li>• What is the difference between a jump cut and an error in continuity?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explain the function and importance of the vector line in camera staging.</li> <li>❖ Differentiate between a jump cut and an error in continuity.</li> <li>❖ Describe the staging for both two-person and three-person studio interviews.</li> <li>❖ Differentiate between a dramatic aside and ad-libbing.</li> <li>❖ List three things that production staff members must remember when working with non-professional talent.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>Jump Cut Exercises</p> <p>Stage Two Person &amp; Three Person Shots</p> <p>Practice Dramatic Aside, Cheating Out &amp; Interviews</p> <p style="text-align: center;"><b><u>Sample Activities</u></b></p> <ul style="list-style-type: none"> <li>• Create an illustration that depicts the best placement of talent equipment on a set for an interview program with an interviewer and two guests</li> <li>• Research some of the differences that exist between stage acting and television acting. Summarize some of the differences and be prepared to discuss them in class (Some topics may involve gestures, projection, movement, and memorization of lines)</li> <li>• While watching any half-hour sitcom, pay particular attention to any jump cuts or errors in continuity. Note each instance that you find and be prepared to discuss them in class.</li> </ul> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>The following activity should provide practice in giving stage direction and help you understand the concept of personal space related to a television production set.</p>
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		<ol style="list-style-type: none"><li>1) Choose two students to stand in front of a camera. Give one a microphone as a prop.</li><li>2) Select another student to operate the camera</li><li>3) Designate one student from the class as the director</li><li>4) The director and the rest of the class must turn their backs on the talent and watch a studio monitor only. The only person allowed to look directly at the talent is the camera operator.</li><li>5) Using only correct terminology and commands, the director must move the talent and camera operator into position for tight two-shot that is appropriate for an interview.</li><li>6) The student director should obtain the best possible staging of the two individuals and announce, "I'm finished."</li><li>7) A critique should follow that includes the instruction by the director and the actions and understand of the camera operator and talent.</li><li>8) All students should take a turn as the director, camera operator, and talent positions in this exercise.</li><li>9) Vary this exercise by using three on-camera individuals or by having the talent seated in chairs on the set.</li></ol>
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<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Tripod, dolly, lighting, Chroma wall, studio, Tricaster	Text: <i>Television Production</i> <a href="#">Broadcast Lesson Plans and Resources</a> <a href="#">Engaging Students in Video Production and Movie Making in the Classroom</a> <a href="#">Video Production/Filmmaking Resources</a> <a href="#">Kids4Kids Video Production</a> <a href="#">Google WeVideo</a> <a href="#">Student Television Network</a> <a href="#">Video University</a>

<b>Unit:</b>	<b>Directing</b>					
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>					
	<b>Reading</b>		<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>	
	RL.9-10.6 RL.11-12.6		RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	<b>Tech</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3				
	<b>21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4				
<b>Career Ready Practices:</b>	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>• What steps must be completed before script breakdowns can begin?</li> <li>• What is the director's role in the audition process?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Name each type of script breakdown and cite the information included in each.</li> <li>❖ Identify the director's responsibilities in each phase of production.</li> <li>❖ Explain the importance of marking the script when shooting on location.</li> <li>❖ List qualities common to good directors.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>To assist in meeting this standard, students may:</p> <p>Practice Director's Responsibilities</p> <p>Mark the Script on Location</p> <p>Pre-production Meetings</p> <p>Write a "Take Log"</p> <p>Research the Directors Guild of America. Summarize important facts and initiatives of this organization.</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>Record an episode of your favorite television show. Create a prop plot for one scene in the program. Include a description of the events and activities in the scene.</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>A slate can be as elaborate or as simple as the resources available. Create a reusable slate, using only items found in your home.</p>

<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Tripod, dolly, lighting, Chroma wall, studio, Tricaster	Text: <i>Television Production</i> <a href="#">Broadcast Lesson Plans and Resources</a> <a href="#">Engaging Students in Video Production and Movie Making in the Classroom</a> <a href="#">Video Production/Filmmaking Resources</a> <a href="#">Kids4Kids Video Production</a> <a href="#">Google WeVideo</a> <a href="#">Student Television Network</a> <a href="#">Video University</a> <a href="#">Directors Guild of America</a>

<b>Unit:</b>	<b>Props, Set Dressing, and Scenery</b>				
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>				
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<b>Career Ready Practices:</b>		CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12			

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>• What is a prop?</li> <li>• How does a CYC differ from a backdrop?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Identify factors to be considered when selecting furniture for a production.</li> <li>❖ Describe how an item that appears to be set dressing becomes a prop.</li> <li>❖ Explain how the pattern on various set materials affects the video image.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>To assist in meeting this standard, students may:</p> <p>Sketch a Set Design</p> <p>Patterns Effect Video Image</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>Visit a local fabric store. Choose some same fabrics that would cause moire on a television image. Bring a few samples to class for discussion.</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>Create a basic set design for an afternoon talk show. The designs should include furniture, camera placement, decorative items, and a faux window.</p>

Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay Questions</p> <p>Creative and analytical writing</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p> <p>Text: <i>Television Production</i></p> <p>Tripod, dolly, lighting, Chroma wall</p>	<p>Text: <i>Television Production</i></p> <p><a href="#">Broadcast Lesson Plans and Resources</a></p> <p><a href="#">Engaging Students in Video Production and Movie Making in the Classroom</a></p> <p><a href="#">Video Production/Filmmaking Resources</a></p> <p><a href="#">Kids4Kids Video Production</a></p> <p><a href="#">Google WeVideo</a></p> <p><a href="#">Student Television Network</a></p> <p><a href="#">Video University</a></p>

<b>Unit:</b>	<b>Makeup Application &amp; Costume Considerations</b>																																
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.																																
<b>Standards:</b>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5" data-bbox="470 428 1906 461"><b>New Jersey Student Learning Standards</b></th> </tr> <tr> <th colspan="2" data-bbox="470 461 701 526"><b>Reading</b></th> <th data-bbox="701 461 905 526"><b>Writing</b></th> <th data-bbox="905 461 1251 526"><b>Speaking/Listening</b></th> <th data-bbox="1251 461 1906 526"><b>Language</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="470 526 701 850">RL.9-10.6 RL.11-12.6</td> <td data-bbox="701 526 905 850">RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7</td> <td data-bbox="905 526 1251 850">W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6</td> <td data-bbox="1251 526 1587 850">SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6</td> <td data-bbox="1587 526 1906 850">L.9-10.6 L.11-12.6</td> </tr> <tr> <td data-bbox="470 850 701 954"><b>Tech</b></td> <td colspan="4" data-bbox="701 850 1906 954">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="470 954 701 1094"><b>21<sup>st</sup> Century Life and Careers</b></td> <td colspan="4" data-bbox="701 954 1906 1094">9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4</td> </tr> <tr> <td data-bbox="470 1094 701 1224"><b>Career Ready Practices:</b></td> <td colspan="4" data-bbox="701 1094 1906 1224">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </tbody> </table>			<b>New Jersey Student Learning Standards</b>					<b>Reading</b>		<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6	<b>Tech</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3				<b>21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4				<b>Career Ready Practices:</b>	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12			
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<ul style="list-style-type: none"> <li>• Why is</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Explain why the use of makeup is necessary on</li> </ul>	To assist in meeting this standard, students may:																															

<p>makeup necessary on television talent?</p> <ul style="list-style-type: none"> <li>• How are errors in continuity related to costuming and makeup application avoided in a production?</li> </ul>	<p>television.</p> <ul style="list-style-type: none"> <li>❖ Differentiate between character makeup and straight makeup.</li> <li>❖ List the materials and products used for each layer of makeup application.</li> <li>❖ Cite common considerations when selecting costumes for a production.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>Practice Character &amp; Straight Makeup</p> <p>Fabric Testing Project</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>Create a spreadsheet comparing the prices of comparable items of professional makeup and over-the-counter retail makeup products. Compare items such as base/foundation, cheek shadow, eye makeup, and brushed-on powders. Include the product type and brand in the spreadsheet information.</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>Make a pictorial display of images depicting both character and straight makeup applications using ads and layouts in current periodicals and local publications.</p>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>

Class participation and discussions	Interactive Whiteboard	Text: <i>Television Production</i>
Presentations	DVD/video player	<a href="#">Broadcast Lesson Plans and Resources</a>
Chapter Review Questions	Laptops or computers with Internet access	<a href="#">Engaging Students in Video Production and Movie Making in the Classroom</a>
Chapter Tests	Camcorders	<a href="#">Video Production/Filmmaking Resources</a>
Short Answer Quizzes	Studio camera	<a href="#">Kids4Kids Video Production</a>
Vocabulary Quizzes	Text: <i>Television Production</i>	<a href="#">Google WeVideo</a>
Multiple Choice Tests and Essay Questions	Tripod, dolly, lighting, Chroma wall, studio, Tricaster, makeup	<a href="#">Student Television Network</a>
Creative and analytical writing		<a href="#">Video University</a>

<b>Unit:</b>	<b>Electronic Special Effects</b>				
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>				
	<b>Reading</b>		<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	<b>Tech</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	<b>21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
<b>Career Ready Practices:</b>	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>• What are the challenges in using superimpositions?</li> <li>• What is lumance?</li> <li>• How does it function in creating an internal key?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Explain the difference between a mix bank and an effects bank.</li> <li>❖ Differentiate between a superimposition and a key.</li> <li>❖ Describe the importance of pixels to DVEs.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>To assist in meeting this standard, students may:</p> <p>Practices Wipes &amp; Transitions</p> <p>Develop Chroma key Shots</p> <p>Shrink an Image with DVE</p> <p>Complete Video Project</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>While watching television, make note of each time you notice the use of a key. Try to determine if the image is an internal key, an external key, or if other options were used to produce the image. Be prepared to discuss your findings in class.</p> <p style="text-align: center;"><b><u>Sample Activity</u></b></p> <p>What effects can you apply to an image on your computer at home? Bring some examples to class.</p>

Assessments:	Materials:	Resources:
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Text: <i>Television Production</i> tripod, dolly, lighting, Chroma wall, studio, Tricaster, makeup	Text: <i>Television Production</i> <a href="#">Broadcast Lesson Plans and Resources</a> <a href="#">Engaging Students in Video Production and Movie Making in the Classroom</a> <a href="#">Video Production/Filmmaking Resources</a> <a href="#">Kids4Kids Video Production</a> <a href="#">Google WeVideo</a> <a href="#">Student Television Network</a> <a href="#">Video University</a> <a href="#">Educating for Tomorrow's Media</a>

<b>Unit:</b>	<b>Broadcast</b>				
<b>Timing:</b>	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>				
	<b>Reading</b>		<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7  RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6  W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6  SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	<b>Tech</b>	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	<b>21<sup>st</sup> Century Life and Careers</b>	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
<b>Career Ready Practices:</b>	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>• How can I make use of the technical and aesthetic concepts in media creation?</li> <li>• What are pre-production through non-linear editing skills and how can I develop them?</li> <li>• What are the roles involved in a live broadcast and how can I participate in them?</li> <li>• How will camera angles impact a story?</li> <li>• What type of lighting will create the proper “mood” for a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Plan pre-production through non-linear editing skills</li> <li>❖ Critically evaluate produced content</li> <li>❖ Develop communication, critical thinking, and new media literacy skills</li> <li>❖ Develop oral and written communication skills</li> <li>❖ Organize, analyze, evaluate, and synthesize information</li> <li>❖ Choose the proper camera angles and shots while shooting the broadcast.</li> <li>❖ Create the proper “mood” by mixing different types of lights.</li> <li>❖ Select and utilize the correct microphones and good audio techniques through the use of the TriCaster.</li> <li>❖ Research and evaluate specific microphones for quality and utility. This will reinforce the many types of microphones with a variety of features, as well as placing a value on the equipment.</li> <li>❖ Engage in a hands-on approach. .</li> <li>❖ Utilize technical terms and definitions.</li> <li>❖ Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>❖ Read required texts prior to discussions</li> <li>❖ Model appropriate behavior during discussions</li> <li>❖ Explore inquiry topics through short research projects</li> <li>❖ Understand and apply conversational, academic, and domain specific vocabulary</li> </ul>	<p>“Lights, Camera, Action – Camera Shots and Angles.” Students will learn the different kinds of camera angles, and how to use them effectively in a newscast.</p> <p>“Lighting a Set” – Students will learn how to effectively light a set, as well as use natural light and single camera lighting. Students will also learn the different types of lighting, including three-point lighting, which is utilized on the news set.</p> <p>“Effective Audio” - Students will learn the importance of good audio in a live news broadcast, as well as understand the use of different types of microphones and audio levels in the TriCaster.</p> <p>“Chroma key” – Students will learn and understand the process of producing a live broadcast journalism component.</p> <p>“Production Titling” - Students will learn the importance of re-enforcing the spoken word with key points and learn to identify newsmakers and on-air staff with names and titles.</p> <p>“Crew Assignments and Operation” -Students will gain an understanding of a production crew and the responsibilities of each crewmember. This will also reinforce the importance of teamwork in producing a</p>

<p>news broadcast?</p> <ul style="list-style-type: none"> <li>• How do you choose the correct microphone for a news broadcast and maintain the proper audio levels in the TriCaster?</li> <li>• How can the use of Chroma key in the studio be used in the TriCaster?</li> <li>• What are the four types of titles and when are they used most effectively?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Revise and edit intentionally to improve writing</li> <li>❖ Engage in conversations about grade-appropriate topics and texts</li> <li>❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>❖ Assess the credibility and accuracy of each source</li> <li>❖ Gain a fuller understanding of a topic when exploring information from different media and formats.</li> </ul>	<p>live broadcast.</p> <ul style="list-style-type: none"> <li>• Daily News Producer</li> <li>• Line Producer</li> <li>• Anchors</li> <li>• Director</li> <li>• Technical Director</li> <li>• Camera Person</li> <li>• Character Generator</li> <li>• Audio Engineer</li> <li>• Script Editors</li> <li>• Sports Producer</li> <li>• Reporters</li> <li>• Floor Director</li> </ul> <p>Students will perform their specific job on a daily basis rotating every two weeks. The outcome of the performance will be a well-orchestrated Secaucus High School informational news broadcast that will air to the student body and the local cable network.</p> <p>Practice Dramatic Aside, Cheating Out &amp; Interviews</p>
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Assessments:	Materials:	Resources:
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Text: <i>Television Production</i> Tripod, dolly, lighting, Chroma wall, studio, Tricaster	Teleprompter Ikan Software Final Cut Pro 6 Software Mac Pro Computers Newtek TriCaster Newtek TriCaster Live Control Panasonic HD Cameras Lowell Lighting Mini-DV Tapes Cannon Mini-DV Camcorders Chroma key Wall