

TELEVISION PRODUCTION I

Unit Title: Producing a Television Show (Unit 1)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

NJSLS 1.2 Media Arts

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.
- 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
- 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
- 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals
- 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	There are strategies to improve one's professional value and marketability.
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.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
<p><u>Central Idea / Enduring Understanding:</u></p> <p>The students will experience what it's like to work as a news team, producing weekly or bi-weekly shows that challenge them to take on the role of real television production staff members. They will experience a different position each week, ultimately taking on a variety of newsroom responsibilities.</p>		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> -What can be improved from last year's show? -Will we stay with the same format? -How many shows do we want to produce? -What is the hierarchy of production staff? -Where will we show the program?
<p><u>Content:</u></p> <p>Newsroom positions/hierarchy</p> <p>News position responsibilities</p> <p>How to structure a newscast</p> <p>What is newsworthy?</p> <p>How/where can our show be seen?</p> <p><u>Work Based Learning:</u></p> <ul style="list-style-type: none"> *Participation in Channel 19 Live Event Productions *Skills USA Competitions *Career Opportunities Day hosted here at PTHS *Field Trip to Rowan University's School of Broadcast Journalism 		<p><u>Skills(Objectives):</u></p> <p>Students will watch episodes from previous year to look for ways to improve show.</p> <p>Students will brainstorm various ideas before going into production mode.</p> <p>Students will debate ideas and plans for upcoming season.</p> <p>Students will create YouTube, Facebook, and twitter channels for program.</p> <p>Students will determine hierarchy of staff.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p>		

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Stage 2: Assessment Evidence

Performance Task(s):

- Students will be assessed on ability to work as a production team..
- On Google Drive provide a rundown of show; including segments, producers, locations and approximate length.
- Students will create online pages. Sites will be used for playback of episodes, class communication, show promotion, and event planning.

Other Evidence:

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Anchor Activities
Centers/Stations
Choice Boards
Four Sides
Heads Together
Jigsaw
KWL Charts
Reflection and Response
Socratic Seminar
Think-Pair-Share
Think-Tac-Toe
Academic vocabulary and language
Accountable talk
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction
Current Events
Discovery/Inquiry Based Learning
Document based questions
Effective Questioning
Field Experience
Flexible/strategic grouping
Formative/Strategic grouping
Graphic organizers
Hands on learning
Homework and practice
Identifying similarities and differences
Integration of content area
Learning centers
Lecture
Modeling
Journaling
Note Taking
Project based learning
Reciprocal Teaching
Role Play

Resources:

Television Studio
Mac Computers
Final Cut Pro Editing Software
Digital Cameras
Tripods
Microphones
Internet
Show script (samples)
Show rundown (samples)

Text: **Television Production & Broadcast Journalism**, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

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<p>Student goal setting</p> <p>Student self assessment</p> <p>Summarizing</p> <p>Targeted feedback</p> <p>Word Wall</p> <p>Guest Speakers</p> <p>Generating and Testing Hypotheses</p>	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper,</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television Production 1. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television Production 1 class.</p>	<p>The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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broader understanding of the material in the TV Production 1 Class.		encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	
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Unit Title: Show Launch/Production (UNIT 2)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
 9.3.12.AR-AV.4 Design an audio, video and/or film production.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and p points of view.

Central Idea / Enduring Understanding:

- (1) The students will begin the daily 'grind' of developing story ideas, producing content, structuring a newscast and executing under tight deadlines.
- (2) They will develop an understanding of what it takes to collaborate with other news production team members with the common goal of producing a newscast.
- (3) They will research stories throughout our school and district to gauge its newsworthiness.

Essential/Guiding Question:

- Who will be the hosts for this show?
- What events are going on in school?
- Do any of Mr. Talarico's students have segments for show?
- Who is the show producer?
- Who will be responsible for posting the show online?

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	<p>-Who will edit the show?</p> <p>-In what order do we want segments to air?</p> <p>-What is going on in school for the next show?</p>
<p><u>Content:</u></p> <p>Story Selection & Relevance Show length management Script writing Covering a high school 'beat' Assigning responsibilities amongst peers</p> <p><u>Work Based Learning:</u></p> <p>*Participation in Channel 19 Live Event Productions *Skills USA Competitions *Career Opportunities Day hosted here at PTHS *Field Trip to Rowan University's School of Broadcast Journalism</p>	<p><u>Skills(Objectives):</u></p> <p>Students will collaborate to determine the layout of the show.</p> <p>Students will plan host segments, including communicating with hosts, scheduling segment, and editing stand-ups.</p> <p>Students will examine Google calendar for upcoming school events. Students will research all outlets for information on upcoming school events.</p> <p>Students will discuss amount of segments available for each specific episode.</p> <p>Communication skills, ability to communicate, and delegate.</p> <p>Students will confer on the best possible order for the layout of the show. They will learn show pacing skills.</p> <p>Pre-planning skills will be emphasized. The concept of how a story can become "dated" is learned.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Research to Build and Present Knowledge NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>-Students ability to create an episode of 'The Friday Show' will be assessed.</p> <p>-Did the show meet its intended deadline?</p>	<p><u>Other Evidence:</u></p>

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-Were host segments produced professionally with good video, audio, and host performance.

Was the show watchable? Did it flow from segment to segment? Did the order of segments make sense?

Was the overall quality of segments up to our production standards?

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Anchor Activities
Centers/Stations
Choice Boards
Four Sides
Heads Together
Jigsaw
KWL Charts
Reflection and Response
Socratic Seminar
Think-Pair-Share
Think-Tac-Toe
Academic vocabulary and language
Accountable talk
Cooperative learning
Cues, questions, activating prior knowledge
Debate
Direct instruction
Current Events
Discovery/Inquiry Based Learning
Document based questions
Effective Questioning
Field Experience
Flexible/strategic grouping
Formative/Strategic grouping
Graphic organizers
Hands on learning
Homework and practice
Identifying similarities and differences
Integration of content area
Learning centers
Lecture
Modeling
Journaling
Note Taking
Project based learning
Reciprocal Teaching
Role Play
Student goal setting
Student self assessment
Summarizing
Targeted feedback
Word Wall
Guest Speakers

Resources:

Text: ***Television Production & Broadcast Journalism***, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

Final Cut Pro Editing Software

Microphones

HD Video Cameras

Internet

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Generating and Testing Hypotheses			
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the TV 1 course.	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in College Prep Skills. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the TV 1 course.	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		students through the reading process to ensure comprehension.	
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Unit Title: End of Semester Reflection (UNIT 3)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
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 (e.g., environmental justice).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).	Media have embedded values and points of view.

Central Idea / Enduring Understanding:

(1)The students will reflect on the content they've produced throughout the semester in an effort to understand what was effective and what can be improved upon in the future.

(2) They will reflect on the various newsroom positions they took on and discuss what they liked and disliked about those positions.

Essential/Guiding Question:

Did we produce weekly and/or bi-weekly shows?

Did our shows meet the standards set forth at the beginning of the semester?

Did we cover the school and district highlights to the standards of our viewers?

How can we improve upon 'The Friday Show' in future semesters?

Content:

-Archived Friday Shows

Skills(Objectives):

- Self Evaluation
- Reflection

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<p>-Other School news programs</p> <p><u>Work Based Learning:</u></p> <ul style="list-style-type: none"> *Participation in Channel 19 Live Event Productions *Skills USA Competitions *Career Opportunities Day hosted here at PTHS *Field Trip to Rowan University's School of Broadcast Journalism 	<p>- Peer Evaluation</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Research to Build and Present Knowledge NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> -Students will write a full analysis of what their contributions to this semester's shows were. -Students will share their thoughts on both strengths and weaknesses of our 'Friday Shows' during their semester. -Students will list and develop at least 2 ideas for future Friday Show's with the intention of producing them in their next television class or for a future student to produce. 	<p><u>Other Evidence:</u></p>
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Think-Tac-Toe Academic vocabulary and language Accountable talk</p>	<p><u>Resources:</u></p> <p>Text: <i>Television Production & Broadcast Journalism</i>, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.</p> <p>Final Cut Pro Editing Software</p> <p>HD Video Cameras</p> <p>Microphones</p> <p>Internet</p>

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Cooperative learning Cues, questions, activating prior knowledge Debate Direct instruction Current Events Discovery/Inquiry Based Learning Document based questions Effective Questioning Field Experience Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Hands on learning Homework and practice Identifying similarities and differences Integration of content area Learning centers Lecture Modeling Journaling Note Taking Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the TV 1 course.	The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in College Prep Skills. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the TV 1 course.	instruction, multisensory and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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PACING GUIDE

Television Production 1	Resources	Standards
MP		
UNIT 1: Producing a Television Show 30 Days	<i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i> <i>-Google Classroom</i> <i>-Wired & Wireless Microphones</i> <i>-Final Cut Pro Editing Software/Imac</i> <i>-Panasonic AG-AC90A HD Camera</i>	9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway. 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the

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		Arts, A/V Technology & Communications Career Pathways. 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
UNIT 2: Show Launch/Production 45 Days	<i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i> <i>-Google Classroom</i> <i>-Wired & Wireless Microphones</i> <i>-Final Cut Pro Editing Software/Imac</i> <i>-Panasonic AG-AC90A HD Camera</i>	9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12.AR-AV.4 Design an audio, video and/or film production.
UNIT 3: End of Semester Reflection 15 Days	<i>-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia</i> <i>-Google Classroom</i> <i>-Final Cut Pro Editing Software/Imac</i> <i>-Panasonic AG-AC90A HD Camera</i>	9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.