#### **<u>Unit Title</u>:** 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.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.	

9.4.12.CI.2	Identify career pathways that highlight persona talents, skills, and abilities (e.g.,		Innovative ideas or innovation can lead to career opportunities.
1.4.12prof.CR2b, 2.2.12.LF.8			
Central Idea / Enduring U	nderstanding:	Essential/Guiding	g Question:
The students will experience news team, producing wee	e what it's like to work as a kly or bi-weekly shows that	-What can be impr	oved from last year's show?
challenge them to take on t		-Will we stay with t	the same format?
position each week, ultimat newsroom responsibilities.		-How many shows	do we want to produce?
		-What is the hierar	chy of production staff?
		-Where will we sho	ow the program?
Content:		Skills(Objectives):	
Newsroom positions/hierarchy		Students will watch for ways to improv	h episodes from previous year to look e show.
News position responsibiliti	es	Students will brainstorm various ideas before going into	
How to structure a newscas	st	production mode.	storm various lacas before going into
What is newsworthy?		Students will deba season.	te ideas and plans for upcoming
How/where can our show b	e seen?		
Work Based Learning	<u>):</u>	Students will create YouTube, Facebook, and twitter channels for program.	
*Participation in (	Channel 19 Live Event	Students will deter	mine hierarchy of staff.
Productions			
*Skills USA Competitions			
*Career Opportunities Day hosted here at			
PTHS	,		
*Field Trip to Rowan University's School of			
Broadcast Journalism			

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.

Stage 2: Asses	sment Evidence
Performance Task(s):	Other Evidence:
-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.	
Stage 3: Le	arning Plan
Learning Opportunities/Strategies:	Resources:
Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share 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	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
Learning centers Lecture	<u>The New Jersey Amistad Commission Interactive</u>
Modeling	<u>Curriculum</u>
Journaling	<u>New Jersey State Board Foundation</u>
Note Taking	<u>Civil Rights Teaching</u>
Project based learning	Black Past
Reciprocal Teaching Role Play	
	AAPI Resources for Social Studies:

Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses	<ul> <li>LGBT and Disabilities Resources:</li> <li><u>LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</u></li> <li><u>LGBTQ+ Books</u></li> <li>DEI Resources: <ul> <li><u>Learning for Justice</u></li> <li><u>GLSEN Educator Resources</u></li> <li><u>Supporting LGBTQIA Youth Resource List</u></li> <li><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></li> <li><u>NJDOE Diversity, Equity &amp; Inclusion Educational Resources</u></li> <li><u>Diversity Calendar</u></li> </ul> </li> </ul>
	*Be sure to only include applicable resources.

#### **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	Struggling	Special Needs/ELL
	Students	Students	
Each unit and lesson in	The curriculum for this	The curriculum for	Any student requiring further
this course contains the	course contains a number	this course	accommodations and/or modifications
ability for the teacher to	of instructional strategies,	contains a number	will have them individually listed in
incorporate enriching	routines, and activities to	of instructional	their 504 Plan or IEP. These might
activities for high-achieving	aid on grade level	strategies,	include, but are not limited to:
students. Pre-testing,	students achieve critical	routines, and	breaking assignments into smaller
curriculum compacting,	reading, writing, and	activities to aid	tasks, giving directions through
tiered activities, learning	thinking skills. The use of	struggling students	several channels (auditory, visual,
contracts, learning	anchor activities learning	achieve critical	kinesthetic, model), and/or small
centers,and anchor	centers/stations, tiered	reading, writing,	group instruction for reading/writing
activities all help	activities, alternative	and thinking skills.	
high-achieving students	assessments, and	Pre-assessments,	ELL supports should include, but are
work at a pace that	open-ended assignments	interest	not limited to, the following:
enables their success.	and projects also help on	inventories,	Extended time
Independent study,	grade level students	learning contracts,	Provide visual aids
open-ended projects, and	reach success in	choice boards,	Repeated directions
writing prompts, and	Television Production 1.	flexible grouping	Differentiate based on proficiency
writing conferences with	The use of graphic	and interest	Provide word banks
the instructor also give	organizers, writing	centers or interest	Allow for translators, dictionaries
these students the	workshops, peer and	groups help	
opportunity to pursue their	instructor review and	struggling students	
individual interests within	conferences, and revision	by identifying focal	
the classroom setting.	opportunities help on	points for	
Higher-level questions in	grade level students	instruction and	
both written and oral	strengthen writing skills in	learning.	
assignments, along with	the Television Production	Pre-testing	
increased complexity and	1 class.	vocabulary, using	
decreased structure in		audio texts and	
writing assignments also		leveled texts, and	
help high-achieving		providing graphic	
students to gain a deeper,		organizers to	

han a dan sun danatan din n af		
broader understanding of	encourage active	
the material in the TV	reading and	
Production 1 Class.	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.	

#### **<u>Unit Title</u>:** 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			Skills
Standard	Performance Exp	ectations	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).	
9.4.12.IML.8	-	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,	
Central Idea / Enduring Understanding:		Essential/Guiding	q Question:
(1) The students w	ill begin the daily 'grind' of	Who will be the ho	osts for this show?
developing stor	y ideas, producing content,		
structuring a ne deadlines.	wscast and executing under tight	-What events are	going on in school?
takes to collabo	op an understanding of what it rate with other news production with the common goal of	-Do any of Mr. Tala show?	arico's students have segments for
producing a nev	vscast.	-Who is the show	producer?
() <b>.</b>	ch stories throughout our school auge its newsworthiness.	-Who will be respo	onsible for posting the show online?

	-Who will edit the show?
	-In what order do we want segments to air?
	-What is going on in school for the next show?
Content:	Skills(Objectives):
Story Selection & Relevance Show length management	Students will collaborate to determine the layout of the show.
Script writing Covering a high school 'beat' Assigning responsibilities amongst peers	Students will plan host segments, including communicating with hosts, scheduling segment, and editing stand-ups.
Work Based Learning: *Participation in Channel 19 Live Event	Students will examine Google calendar for upcoming school events. Students will research all outlets for information on upcoming school events.
Productions *Skills USA Competitions *Career Opportunities Day hosted here at PTHS	Students will discuss amount of segments available for each specific episode.
*Field Trip to Rowan University's School of Broadcast Journalism	Communication skills, ability to communicate, and delegate.
	Students will confer on the best possible order for the layout of the show. They will learn show pacing skills.
	Pre-planning skills will be emphasized. The concept of how a story can become "dated" is learned.
Interdisciplinary Connections:	

Interdisciplinary Connections: 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. Range of Writing

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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.

## Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
-Students ability to create an episode of 'The Friday Show' will be assessed.	
-Did the show meet its intended deadline?	

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-Fair-Share Think-Fair-Share Think-Fair-Share Think-Tair-De Academic vocabulary and language Accountable talk Cooperative learning Current Events Steffence Effective Questioning Filed Experience Filed Experience Fi		
Was the show watchable? Did it flow from segment to segment? Did the order of segments make sense?       Resources         Was the overall quality of segments up to our production standards?       Stage 3: Learning Plan         Learning Opportunities/Strategies:       Resources:         Ancher Activities       Resources:         Centers/Stations       Choice Boards         Choice Boards       Philip L-Iarris & Gil Garcia. GW Publisher, Copyright 2018.         Four Sides       Heads Together         Jagsaw       Will Charis         Reflection and Response       Socardic Seminar         Think-Pair-Share       Hill Cut Pro Editing Software         Think-Tae-Toe       Ho Video Cameras         Cooperative learning       Ho Video Cameras         Discovery/Inquiry Based Learning       Document beade questions         Document bead questions       Effective Questioning         Fleid Experience       Flexible/strategic grouping         Foraphic content area       Learning         Learning contents       Learning         Locarting content area       Learning         Learning content area       Learning         Interret       Modeling         Journaling       Note Taking         Note Taking       Project based learning         Project b	-Were host segments produced professionally with good	
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Note Taking Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall	Modeling	
Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall	Journaling	
Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall	Note Taking	
Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall	Project based learning	
Student goal setting Student self assessment Summarizing Targeted feedback Word Wall	Reciprocal Teaching	
Student self assessment Summarizing Targeted feedback Word Wall	Role Play	
Student self assessment Summarizing Targeted feedback Word Wall		
Summarizing Targeted feedback Word Wall		
Targeted feedback Word Wall		
Word Wall	•	
	Guest Speakers	

#### Generating and Testing Hypotheses

#### Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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.	Students 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.	StudentsThe curriculum forthis course containsa number ofinstructionalstrategies, routines,and activities to aidstruggling studentsachieve criticalreading, writing, andthinking skills.Pre-assessments,interest inventories,learning contracts,choice boards,flexible groupingand interest centersor interest groupshelp strugglingstudents byidentifying focalpoints for instructionand learning.Scaffolding, tieredinstruction, andgraphic organizationhelp these studentsaccess theinformation andlearning. Pre-testingvocabulary, usingaudio texts andleveled texts, andproviding graphicorganizers toencourage activereading andannotating maketexts moreaccessible to allreaders. Questionsat multiple levelsand along Bloom'sTaxonomy, formativeassessments, andliterature circleshelp 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

	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 Li	teracies and Key Skills	
Standard	Performance Ex	Performance Expectations	
9.4.12.Cl.1		Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	
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.IL.IPRET.4).		Media have embedded values and points of view.
Central Idea / Enduring Understanding:		Essential/Guiding Question: Did we produce weekly and/or bi-weekly shows?	
(1)The students will reflect of	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.		Did our shows meet the standards set forth at the beginning of the semester?	
(2) They will reflect on the various newsroom positions they took on and discuss what they liked and disliked about those positions.		Did we cover the school and district highlights to the standards of our viewers?	
		How can we improve up semesters?	pon 'The Friday Show' in future
Content:		Skills(Objectives): • Self Evaluation	
-Archived Friday Shows		Reflection	

-Other School news programs	- Peer Evaluation		
Work Based Learning:			
*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			
Interdisciplinary Connections:			
Research to Build and Present Knowledge			
NJSLSA.W7. Conduct short as well as more sustained resea			
based on focused questions, demonstrating understanding c			
NJSLSA.W8. Gather relevant information from multiple print			
each source, and integrate the information while avoiding pla	•		
NJSLSA.W9. Draw evidence from literary or informational tex Range of Writing	as to support analysis, reliection, and research.		
NJSLSA.W10. Write routinely over extended time frames (tir	be for research, reflection, and revision) and shorter time		
frames (a single sitting or a day or two) for a range of tasks,			
Students will learn to appreciate that a key purpose of writin			
unfamiliar audience, and they begin to adapt the form and co			
purpose. They develop the capacity to build knowledge on a			
analytically to literary and informational sources. To meet the			
to writing, producing numerous pieces over short and extend	ed time frames throughout the year.		
Stage 2: Assess	ment Evidence		
Stage 2: Assessment Evidence			
Performance Task(s):	Other Evidence:		
Studente will write a full analysis of what their contributions			
-Students will write a full analysis of what their contributions to this semester's shows were.			
Students will share their theughts on both strengths and			
-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.			
Stage 3: Learning Plan			
	irning Plan		
Learning Opportunities/Strategies: Anchor Activities	rning Plan <u>Resources:</u>		
Learning Opportunities/Strategies:			
Learning Opportunities/Strategies: Anchor Activities	Resources:		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations	Resources: Text: Television Production & Broadcast		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together	Resources: Text: <i>Television Production &amp; Broadcast</i> <i>Journalism</i> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw	Resources: Text: Television Production & Broadcast Journalism, Phillip L. Harris & Gil Garcia. GW		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts	Resources:Text: Television Production & BroadcastJournalism, Phillip L. Harris & Gil Garcia. GWPublisher, Copyright 2018.Final Cut Pro Editing Software		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response	Resources: Text: <i>Television Production &amp; Broadcast</i> <i>Journalism</i> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar	Resources:Text: Television Production & BroadcastJournalism, Phillip L. Harris & Gil Garcia. GWPublisher, Copyright 2018.Final Cut Pro Editing SoftwareHD Video Cameras		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share	Resources:Text: Television Production & BroadcastJournalism, Phillip L. Harris & Gil Garcia. GWPublisher, Copyright 2018.Final Cut Pro Editing Software		
Learning Opportunities/Strategies: Anchor Activities Centers/Stations Choice Boards Four Sides Heads Together Jigsaw KWL Charts Reflection and Response Socratic Seminar	Resources:Text: Television Production & BroadcastJournalism, Phillip L. Harris & Gil Garcia. GWPublisher, Copyright 2018.Final Cut Pro Editing SoftwareHD Video Cameras		

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	
Differentiation	

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	Struggling Students	Special Needs/ELL
	Students		
Each unit and lesson in this	The curriculum for this	The curriculum for this	Any student requiring further
course contains the ability	course contains a number	course contains a	accommodations and/or
for the teacher to	of instructional strategies,	number of instructional	modifications will have them
incorporate enriching	routines, and activities to	strategies, routines, and	individually listed in their 504
activities for high-achieving	aid on grade level	activities to aid	Plan or IEP. These might
students. Pre-testing,	students achieve critical	struggling students	include, but are not limited to:
curriculum compacting,	reading, writing, and	achieve critical reading,	breaking assignments into
tiered activities, learning	thinking skills.	writing, and thinking	smaller tasks, giving directions
contracts, learning	Compacting flexible	skills. Pre-assessments,	through several channels
centers,and anchor activities	grouping, jigsaw activities,	interest inventories,	(auditory, visual, kinesthetic,
all help high-achieving	instructional ladders, KWL	learning contracts,	model), and/or small group
students work at a pace that	charts, literature circles,	choice boards, flexible	instruction for reading/writing
enables their success.	scaffolding, varied	grouping and interest	
Independent study,	questions and texts, and	centers or interest	ELL supports should include,
open-ended projects, and	multiple levels of	groups help struggling	but are not limited to, the
writing prompts, and writing	intelligence options all	students by identifying	following:
conferences with the	present in multiple ways	focal points for	Extended time
instructor also give these	that students can access	instruction and learning.	Provide visual aids
students the opportunity to	learning in the classroom.	Scaffolding, tiered	Repeated directions

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

# PACING GUIDE

Television Production 1	Resources	Standards
MP		
UNIT 1: Producing a Television Show	-Television Production & Broadcast	
	Journalism (3rd Edition) by Phil	diversity of functions within the
30 Days	Harris & Gil Garcia	Journalism & Broadcasting Career Pathway.
	-Google Classroom	9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and
	-Wired & Wireless Microphones	broadcasting.
		9.3.12.AR-JB.3 Plan and deliver a
	-Final Cut Pro Editing	media production (e.g., broadcast,
	Software/Imac	video, Internet and mobile).
		9.3.12.AR-JB.4 Demonstrate
	-Panasonic AG-AC90A HD	technical support related to media
	Camera	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.
UNIT 2: Show Launch/Production 45 Days	-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia -Google Classroom -Wired & Wireless Microphones -Final Cut Pro Editing Software/Imac -Panasonic AG-AC90A HD Camera	<ul> <li>9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</li> <li>9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</li> <li>9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).</li> <li>9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.</li> <li>9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.</li> <li>9.3.12.AR-AV.4 Design an audio, video and/or film production.</li> </ul>
UNIT 3: End of Semester Reflection 15 Days	-Television Production & Broadcast Journalism (3rd Edition) by Phil Harris & Gil Garcia -Google Classroom -Final Cut Pro Editing Software/Imac -Panasonic AG-AC90A HD Camera	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.