Digital Video Production III Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21ˢᵗ century skills, integration of technology, and integration of 21ˢᵗ Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**
The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Television and Broadcasting Curriculum	
Content Area: Television and Broadcasting	
Course Title: Digital Video Production III	**Grade level: 11-12**
Unit 1: Television Production Review	**1 Week**
Unit 2: Newscast-School and Community	**6 Weeks**
Unit 3: Newscast-News Magazine	**6 Weeks**
Unit 4: Sportscasting- Sports Highlight Show	**6 Weeks**
Unit 5: Sportscasting - The Virtual Set	**5 Weeks**
Unit 6: Webcasting - Creating Video for the Internet	**4 Weeks**
Unit 7: Social Media: Advertising and Promotion	**2 Weeks**
Unit 8: Career Exploration: Organizing a Production Company	**3 Weeks (ongoing)**
Unit 9: Year in Review: LCMR Video Yearbook	**3 Weeks (ongoing)**
Date Revised: August 2022	**Board Approved On: 12/13/18**

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 1 Overview
Content Area: Television and Broadcasting
Unit Title: Television Production Review
Target Course/Grade Level: 11-12
Unit Summary: ● Studio   equipment ● Field   equipment ● Interview   techniques
Interdisciplinary Connections: ● CCSS.ELA-LITERACY.W.11-12.4 ● CCSS.ELA-LITERACY.L.11-12.4.A ● CCSS.ELA-LITERACY.RST.11-12.7 ● 1.2.12adv.Cr1a ● 1.2.12adv.Cr1b ● 1.2.12adv.Cr1c ●
21st Century Themes, Skills, and Standards: Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CPR2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CPR12. Work productively in teams while using cultural and global competence. ● 9.2.12.CAP.3 ● 9.2.12.CAP.10 ● 9.2.12.CAP.11 ● 9.2.12.CAP.12 ● 9.2.12.CAP.13 ● 9.2.12.CAP.18 ● 9.2.12.CAP.19 ● 9.2.12.CAP.20 ● 9.3.12.ARAV.1:

- 9.3.12.ARAV.2:
- 9.3.12.ARAV.3:
- 9.3.12.ARAV.4:
- 9.3.12.ARJB.2:
- 9.3.12.ARJB.3:
- 9.3.12.ARJB.4:
- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.CI.3

Learning Targets	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients..
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding.)
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production .

9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition

Unit Enduring Questions:	**Unit Enduring Understandings:**
● **What determines a complete production crew?** ● **How does having multiple producers working on a show benefit the production's efficiency?** ● **How does one choose a program format for their show relative to content?** ● **How do media artists generate ideas and formulate artistic intent?** ● **How does collaboration expand and affect the creative process?** ● **How can creative risks be encouraged?**	● **A television production is a collaborative process that includes a production crew.** ● **There are multiple producers involved with a broadcast production, which directly benefits the overall efficiency.** ● **News productions can be presented in a variety of different formats and production styles.** ● **Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.** ● **With a growth mindset, failure is an important part of success.** ● **There are strategies to improve one's professional value and marketability.** ● **Career planning requires purposeful planning based on research, self-knowledge, and informed choices.** ● **An individual's income and benefit needs and financial plan can change over time.** ● **Understanding income involves an analysis of payroll taxes, deductions and earned benefits.** ● **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**
Unit Objectives: *Students will know….*	**Unit Objectives:** *Students will be able to…...*

- **The news producer is the individual who is most directly in charge of the newscast.**
- **Producers are in charge of specific stories or newscast segments.**
- **Some stations will have an executive producer who supervises the other producers.**
- **The news director is the top person in the news department.**
- **Multi-camera production almost exclusively occurs inside a television studio.**
- **Handheld (dynamic) microphones are utilized in the field by reporters for quick setup and interviews.**

- **Apply knowledge of news producer responsibilities to a live newscast.**
- **Organize both in-studio and field reports/ segments.**
- **Integrate the responsibilities and work product of other producers in a television production.**
- **Prioritize stories and segments for inclusion in the final broadcast by level of importance or relevance.**
- **Produce news segments with varied production techniques.**
- **Organize an in-studio production using multiple cameras.**
- **Appraise audio equipment for its appropriateness in field use.**

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 2 Overview
Content Area: Television and Broadcasting
Unit Title: Newscast - School and Community
Target Course/Grade Level: 11-12
Unit Summary: ● School newscast ● Community newscast

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Cr2a
- 1.2.12adv.Cr2b
- 1.2.12adv.Cr3a
- 1.2.12adv.Cr3b
- 1.2.12adv.Pr4a
- 1.2.12adv.Pr5a
- 1.2.12adv.Pr5b
- 1.2.12adv.Pr5c
- 1.2.12adv.Pr6a
- 1.2.12adv.Pr6b

21st Century Themes, Skills, and Standards:

Career Ready Practices

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

CPR2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.3.12.ARAV.1
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.C1.1
- 9.4.12.CI.2
- 9.4.12.CT.4
- 9.4.12.CT.5
- 9.4.12.DC.2
- 9.4.12.DC.5
- 9.4.12.DC.6
- 9.4.12.IML.4
- 9.4 .12.IML. 9
- 9.4.12.IML.10

Learning Targets

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.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile)
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile)
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Cr2a	Fluently integrate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr2b	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.
1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.

1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5a	Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
1.2.12adv.Pr5b	Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
9.4.12.CT.4	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).
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software

9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
9.4 .12.IML. 9	Evaluate media sources for point of view, bias and motivations.
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Unit Enduring Questions:
- **What determines the value of someone's view in a news story on a topic in inclusion?**
- **What sources should be used when investigating news?**
- **How could one organize media in broadcasting?**
- **How do media artists work?**
- **How do media artists and designers determine whether a particular direction in their work would be effective?**
- **How do media artists learn from trial and error?**
- **How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?**
- **How do media artists improve/refine their work?**
- **How are complex media arts experiences constructed?**
- **At what point is a work considered "complete"?**
- **How are creativity and innovation developed within and through media arts productions?**
- **How do media artists use various tools and techniques?**

Unit Enduring Understandings:
- **A news story must reflect multiple views of a subject, not just one.**
- **Research is essential to accurate news reporting.**
- **File management is important for organizing a broadcast.**
- **Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.**
- **The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.**
- **Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.**
- **Media artists require a range of skills and abilities to creatively solve problems.**
- **Media artists present, share and distribute media artworks through various social, cultural, and political contexts.**
- **With a growth mindset, failure is an important part of success.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving**

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- **How does time, place, audience, and context affect presenting or performing choices for media artworks?**
- **How can presenting or sharing media artworks in a public format help a media artist learn and grow?**
- **Why do various venues exist for presenting, sharing, or distributing media artworks?**

process, particularly for global issues where diverse solutions are needed.
- **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's originals works without permission or appropriate credit.**
- **Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.**
- **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**
- **Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.**
- **Media have embedded values and view.**
- **There are strategies to improve one's professional value and marketability.**

Unit Objectives:
Students will know…..
- **Newsgathering consists of research, interviewing individuals important to a news story, and corroborate accuracy of information gathered.**
- **All news stories must have a lead.**
- **Multiple sources are essential to creating an accurate portrayal of a news event or story.**
- **File management of imported media helps live production run smoothly.**
- **A large volume of B -Roll footage is necessary to building a complete news story.**
- **School news consists of any story that involves teachers , students, clubs, activities, classes, sports and arts.**
- **Community news consists of any story that involves the local community such as town politics, construction, local businesses, parks and recreation, fundraising events, and local theatre.**

Unit Objectives:
Students will be able to…...
- **Identify what is news and differentiate the information gathered by importance.**
- **Create a news segment that highlights the most important fact at the beginning of the story.**
- **Distinguish key interview subjects.**
- **Construct a media folder on control room switcher for a news segment.**
- **Produce B -roll footage that will cover the length of all interviews and in - studio news copy.**
- **Construct a news broadcast that integrates multiple areas of interest to the student body.**
- **Construct a news broadcast that integrates multiple areas of interest to the local community.**

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 3 Overview
Content Area: Television and Broadcasting
Unit Title: Newscast - News Magazine
Target Course/Grade Level: 11-12
Unit Summary: ● Openers

- Closers
- Research
- Graphics
- Interview   Lighting
- News   Magazine   Format

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Pr5a
- 1.2.12adv.Pr5b
- 1.2.12adv.Pr5c
- 1.2.12adv.Pr6a
- 1.2.12adv.Pr6b

21st Century Themes, Skills, and Standards:
>Career Ready Practices
>CRP1. Act as a responsible and contributing citizen and employee.
>CPR2. Apply appropriate academic and technical skills.
>CRP4. Communicate clearly and effectively and with reason.
>CRP6. Demonstrate creativity and innovation.
>CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
>CRP11. Use technology to enhance productivity.
>CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 9.3.12.ARAV.1
- 9.3.12.ARAV.2
- 9.3.12.ARAV.3
- 9.3.12.ARAV.4
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.CI.3
- 9.4.12.CT.4
- 9.4.12.DC.1
- 9.4.12.DC.6

- 9.4.12.TL.4
- 9.4.12.IML.4
- 9.4.12.IML.6
- 9.4 .12.IML.7
- 9.4 .12.IML. 9
- 9.4.12.IML.10

Learning Targets	
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23:	Identify different ways to obtain capital for starting a business.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or

12.4.A	phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Pr5a	Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
1.2.12adv.Pr5b	Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.4.12.CT.4	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).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
9.4 .12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4 .12.IML. 9	Evaluate media sources for point of view, bias and motivations.
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Unit Enduring Questions:	Unit Enduring Understandings:
How much knowledge does one need of a given sport to report on said sport? **What elements should be included in a sports highlight?** **What constitutes a good transition?** **How are creativity and innovation developed within and through media arts productions?** **How do media artists use various tools and techniques?** **How does time, place, audience, and context affect presenting or performing choices for media artworks?** **How can presenting or sharing media artworks in a public format help a media artist learn and grow?**	**Sports reporting require s at least a general understanding of the sport.** **A basic highlights package will include multiple elements within a sports highlight.** **Any type of transition between segments should act as a tease for the following segment.** **Media artists require a range of skills and abilities to creatively solve problems.** **Media artists present, share and distribute media artworks through various social, cultural, and political contexts.** **With a growth mindset, failure is an important part of success.** **Innovative ideas or innovation can lead to career opportunities.** **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where**

● **Why do various venues exist for presenting, sharing, or distributing media artworks?**	**diverse solutions are needed.** ● **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's originals works without permission or appropriate credit.** ● **Cultivating online reputations for employers and academia requires separating private and professional digital identities.** ● **Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.** ● **Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.** ● **In order for members of our society to participate productively, information needs to be shared accurately and ethically.** ● **Accurate information may help in making valuable and ethical choices.** ● **Media have embedded values and points of view.** ● **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**

Unit Objectives:	Unit Objectives:
Students will know….	*Students will be able to…...*
● **A sports segment should contain interviews with players, coaches, and fans.** ● **Sideline reporting requires both knowledge of the sport and knowledge of proper microphone technique.** ● **A good sports highlight package should include game footage for proper B -roll material.** ● **Transitions help create dynamic movement between in -studio segments and pre -recorded footage.** ● **Video bumps promote upcoming segments in a stylized way in the show.**	● **Produce a comprehensive news package that reflects multiple perspectives.** ● **Conduct an interview on the sideline incorporating proper questioning and microphone placement.** ● **Integrate game footage into sports highlight show.** ● **Create transitions that reflect a sports theme.**

Lower Cape May Regional School District Television and Broadcasting Curriculum **Unit 4 Overview**
Content Area: Television and Broadcasting
Unit Title: Sportscasting - Sports Highlight Show
Target Course/Grade Level: 11-12
Unit Summary: ● Sideline Interviews ● Bumps ● Transitions ● Highlight ● Reels
Interdisciplinary Connections: ● CCSS.ELA-LITERACY.W.11-12.4

- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Re7a
- 1.2.12adv.Re7b
- 1.2.12adv.Re8a

21st Century Themes, Skills, and Standards:

Career Ready Practices

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

CPR2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CPR12. Work productively in teams while using cultural and global competence.

- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 9.3.12.ARAV.1
- 9.3.12.ARAV.2
- 9.3.12.ARAV.3
- 9.3.12.ARAV.4
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.CI.3
- 9.4.12.CT.3
- 9.4.12.CT.4
- 9.4.12.CT.5
- 9.4.12.DC.6
- 9.4.12.TL.4
- 9.4 .12.IML.7
- 9.4 .12.IML. 9
- 9.4.12.IML.10

Learning Targets	
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

1.2.12adv.Re7b	Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.
1.2.12adv.Re8a	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).
9.4.12.CT.4	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).
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
9.4 .12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4 .12.IML. 9	Evaluate media sources for point of view, bias and motivations.
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Unit Enduring Questions:	**Unit Enduring Understandings:**
● **How much knowledge does one need of a given sport to report on said sport?**	● **Sports reporting require s at least a general understanding of the sport.** ● **A basic highlights package will include**

- **What elements should be included in a sports highlight?**
- **What constitutes a good transition?**
- **How do we analyze and react to media artworks?**
- **How do media artworks function to convey meaning and influence audience experience?**
- **How do people relate to and interpret media artworks?**
- **How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?**

- **multiple elements within a sports highlight.**
- **Any type of transition between segments should act as a tease for the following segment.**
- **An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.**
- **Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.**
- **With a growth mindset, failure is an important part of success.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**
- **Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.**
- **Accurate information may help in making valuable and ethical choices.**
  - **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**

Unit Objectives: *Students will know….* ● **A sports segment should contain interviews with players, coaches, and fans.** ● **Sideline reporting requires both knowledge of the sport and knowledge of proper microphone technique.** ● **A good sports highlight package should include game footage for proper B -roll material.** ● **Transitions help create dynamic movement between in -studio segments and pre -recorded footage.** ● **Video bumps promote upcoming segments in a stylized way in the show.**	**Unit Objectives:** *Students will be able to…...* ● **Produce a comprehensive news package that reflects multiple perspectives.** ● **Conduct an interview on the sideline incorporating proper questioning and microphone placement.** ● **Integrate game footage into sports highlight show.** ● **Create transitions that reflect a sports theme.** ● **Design a video bump for a segment in the show.**

Lower Cape May Regional School District Television and Broadcasting Curriculum **Unit 5 Overview**
Content Area: Television and Broadcasting
Unit Title: Sportscasting - Virtual Set
Target Course/Grade Level: 11-12
Unit Summary: ● Set Design ● Manipulating variables in a virtual set ● Lighting for a virtual set

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Re9a

21st Century Themes, Skills, and Standards:
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CPR2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.14
- 9.3.12.ARAV.1
- 9.3.12.ARAV.2
- 9.3.12.ARAV.3
- 9.3.12.ARAV.4
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.CI.1
- 9.4.12.CI.3
- 9.4.12.CT.3
- 9.4.12.DC.1
- 9.4.12.DC.6
- 9.4.12.IML.8

Learning Targets	
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.

Unit Enduring Questions:
- **In what ways could virtual sets be produced?**
- **How would you choose the best keying method for use during a production?**
- **What are the benefits to using a virtual set over a physical set?**
- **How and why do we value and judge media artworks?**
- **When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?**

Unit Enduring Understandings:
- **Virtual sets can be manufactured inside a computer.**
- **There are multiple ways to create a key on the control room switcher.**
- **Virtual sets allow for a greater flexibility and creativity then fixed sets.**
- **Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.**
- **Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.**
- **Media have embedded values and points of view.**
- **With a growth mindset, failure is an important part of success.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.**
- **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**

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Unit Objectives: *Students will know…..*	Unit Objectives: *Students will be able to…...*
● **A video input is required to create a multi -layered key.** ● **More than one key option is available on the control surface.** ● **Multiple colors can be removed from a video signal wit h a keying application.** ● **Keying controls can dramatically affect picture quality.** ● **Input monitors display important information about key sources and how effects have been applied.** ● **Lighting, camera position, clothing, and color all affect the quality of a video key.**	● **Integrate the Live Matte keyer on a video input.** ● **Select the key to activate with the control surface.** ● **Assess what colors can be removed from an input using a Live Matte key.** ● **Identify potential problems in overdoing tolerance, spill, and smoothing adjustments.** ● **Determine how a source monitor indicates that a Live Matte key has been applied.** ● **Identify on set fact ors that affect key quality.**

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 6 Overview
Content Area: Television and Broadcasting
Unit Title: Webcasting - Creating Video for the Internet
Target Course/Grade Level: 11-12
Unit Summary: ● Creating informational content for the web ● Creating entertainment content for the web

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Cn10a
- 1.2.12adv.Cn10b

21st Century Themes, Skills, and Standards:
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CPR2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.13
- 9.2.12.CAP.14
- 9.3.12.AR AV.1
- 9.3.12.AR AV.2
- 9.3.12.AR AV.3
- 9.3.12.AR AV.4
- 9.3.12.AR JB.2
- 9.3.12.AR JB.3
- 9.3.12.AR JB.4
- 9.4.12.CI.1
- 9.4.12.CI.3
- 9.4.12.CT.3
- 9.4.12.DC.1
- 9.4.12.DC.6
- 9.4.12.IML.8

Learning Targets	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.

Unit Enduring Questions:
- **How do you determine w hat types of information should be disseminated via a webcast?**
- **How do you choose the equipment used for a particular type of webcast?**
- **What determines when a webcast needs to be broadcast in real time or when it can be pre-recorded?**
- **How does engaging in creating media artworks enrich people's lives?**
- **How does making media artworks attune people to their surroundings?**
- **How do media artworks contribute to an awareness and understanding of our lives and communities?**

Unit Enduring Understandings:
- **Content determines the format and approach of a webcast.**
- **There are multiple tools, platforms, and equipment that can be used in the production and distribution of a webcast.**
- **Not all webcasts need to be broadcast in real time (live).**
- **Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences**
- **An individual's income and benefit needs and financial plan can change over time.**
- **Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.**
- **Media have embedded values and points of view.**
- **With a growth mindset, failure is an important**

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part of success.
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.**
- **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**

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Unit Objectives: *Students will know….* ● **Elements of every webcast must be planned and/ or pre -produced.** ● **Pre-produced webcasts should be relatively short and informative/ entertaining.** ● **Webcast signals must be tested and properly verified prior to broadcast to ensure success.**	Unit Objectives: *Students will be able to…...* ● **Evaluate what parts of their webcast need to be produced prior to the actual broadcast.** ● **Analyze the desired audience and construct an appropriate webcast.** ● **Test for any issues in the broadcast signal or studio equipment prior to broadcast.** ● **Create a short webcast that focuses on a "How to" topic.**

Lower Cape May Regional School District Television and Broadcasting Curriculum
Unit 7 Overview

Content Area: Television and Broadcasting

Unit Title: Social Media: Advertising and Promotion

Target Course/Grade Level: 11-12

Unit Summary:
- Promotion on social media
- Advertising on social media

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12adv.Cn10a
- 1.2.12adv.Cn10b
- 1.2.12adv.Cn11a
- 1.2.12adv.Cn11b

21st Century Themes, Skills, and Standards:
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CPR2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 9.3.12.AR AV.1
- 9.3.12.AR AV.2
- 9.3.12.AR AV.3
- 9.3.12.AR AV.4
- 9.3.12.AR JB.2
- 9.3.12.AR JB.3
- 9.3.12.AR JB.4

- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.CT.1
- 9.4.12.DC.3
- 9.4.12.DC.4
- 9.4.12.DC.5
- 9.4.12.DC.7
- 9.4.12.DC.8

Learning Targets	
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.

1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values. ●
1.2.12adv.Cn11b	Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Unit Enduring Questions:
- **What determines a community?**
- **How do you make a thought, idea, or a product socially relevant?**
- **How do you use audio and video to promote a product, website, or idea?**
- **How does engaging in creating media artworks enrich people's lives?**
- **How does making media artworks attune people to their surroundings?**
- **How do media artworks contribute to an awareness and understanding of our lives and communities?**
- **How does art help us understand the lives of people of different times, places, and cultures?**
- **How is art used to impact the views of a society?**
- **How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?**

Unit Enduring Understandings:
- **Social media binds together communities that were once geographically isolated.**
- **Branding is a set of techniques designed to generate cultural relevance.**
- **Social media platforms make use of audio and video elements as a means of spreading a message or idea.**
- **Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.**
- **Understanding connections to varied contexts and daily life enhances a media artist's work.**
- **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**
- **With a growth mindset, failure is an important part of success.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.**

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● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
● Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.
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Unit Objectives: *Students will know….*	Unit Objectives: *Students will be able to…...*
● **Visual images promote engagement on social media.** ● **Playlists can generate viewers' interest in a YouTube channel.** ● **Relevant hashtags are important for promoting your social media presence.** ● **Cross-promotion on social media is essential for a successful campaign.**	● **Produce and integrate visual images to maximize interest in a product and/ or channel.** ● **Create a playlist on YouTube that will enable them to generate more traffic for their channel.** ● **Select relevant, interesting, and dynamic hashtags as a component of promoting presence on social media.** ● **Organize cross -promotional materials that can be used on multiple social media platforms.**

Lower Cape May Regional School District Television and Broadcasting Curriculum **Unit 8 Overview**
Content Area: Television and Broadcasting

Unit Title: Sportscasting - Career Exploration: Organizing a Production Company

Target Course/Grade Level: 11-12

Unit Summary:
- Writing positions in media
- Technical positions in broadcast studios
- Editing and post-production positions.
- Promotion, marketing, and distribution positions.

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.11-12.7
-

21st Century Themes, Skills, and Standards:
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CPR2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.14
- 9.2.12.CAP.15
- 9.2.12.CAP.16
- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 9.3.12.ARAV.1
- 9.3.12.ARAV.2
- 9.3.12.ARAV.3
- 9.3.12.ARAV.4
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.CI.1

- 9.4.12.CI.3
- 9.4.12.CT.3
- 9.4.12.DC.1
- 9.4.12.DC.6
- 9.4.12.IML.8

Learning Targets	
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.

9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values. ●
1.2.12adv.Cn11b	Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Unit Enduring Questions:
- **How can businesses use media to promote, advertise, and brand their company?**
- **When should you consider obtaining a degree for media - related employment?**
- **How does one determine an appropriate career path based upon interests and ability?**
- **How does art help us understand the lives of people of different times, places, and cultures?**
- **How is art used to impact the views of a society?**
- **How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?**

Unit Enduring Understandings:
- **Media career opportunities present themselves in a diverse set of industries.**
- **Not every media job requires a college/ university degree.**
- **Media careers require a diverse range of skills, both technical and non-technical.**
- **Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.**
- **Understanding connections to varied contexts and daily life enhances a media artist's work.**
- **Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.**
- **Understanding income involves an analysis of payroll taxes, deductions and earned benefits.**
- **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**
- **Media have embedded values and points of view.**
- **With a growth mindset, failure is an important part of success.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Laws govern the use of intellectual property and**

	==there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.== ● ==Cultivating online reputations for employers and academia requires separating private and professional digital identities.== ●

Unit Objectives: *Students will know….* ● **Writing positions in media require knowledge of the subject as well as how that message is being presented.** ● **Studio equipment operators require working knowledge of current technologies used to create studio productions.** ● **Directors and producers require a mastery of organizational skills and a general technical knowledge.** ● **Video editors and animators/ special effects technicians require both knowledge of specialized software applications and a comprehension of the production goals.** ● **Promoters and advertisers of a production will have a comprehension of the production and the audience that it is**	**Unit Objectives:** *Students will be able to…...* ● **Compose writings that are appropriate to the mode of dissemination.** ● **Distinguish the individual technical requirements of a studio technician.** ● **Prioritize jobs and tasks based upon importance and complexity.** ● **Integrate their individual contributions into a larger production.** ● **Establish a promotion and distribution campaign for a production based upon the target audience of the production.**

targeting.	

Lower Cape May Regional School District Television and Broadcasting Curriculum **Unit 9 Overview**
Content Area: Television and Broadcasting
Unit Title: Year in Review: LCMR Video Yearbook
Target Course/Grade Level: 11-12
Unit Summary: ● Collecting archival footage ● Creating graphic elements ● Creating openers/closers
Interdisciplinary Connections: ● CCSS.ELA-LITERACY.W.11-12.4 ● CCSS.ELA-LITERACY.L.11-12.4.A ● CCSS.ELA-LITERACY.RST.11-12.7 ● 1.2.12adv.Pr6a ● 1.2.12adv.Pr6b ● 1.2.12adv.Re8a

21st Century Themes, Skills, and Standards:
    Career Ready Practices
    CRP1. Act as a responsible and contributing citizen and employee.
    CPR2. Apply appropriate academic and technical skills.
    CRP4. Communicate clearly and effectively and with reason.
    CRP6. Demonstrate creativity and innovation.
    CRP8. Utilize critcal thinking to make sense of problems and persevere in solving them.
    CRP11. Use technology to enhance productivity.
    CPR12. Work productively in teams while using cultural and global competence.
● 9.2.12.CAP.2
● 9.2.12.CAP.3
● 9.3.12.ARAV.1
● 9.3.12.ARAV.2

- 9.3.12.ARAV.3
- 9.3.12.ARAV.4
- 9.3.12.ARJB.2
- 9.3.12.ARJB.3
- 9.3.12.ARJB.4
- 9.4.12.CI.1
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.1
- 9.4.12.DC.6

Learning Targets	
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.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.3.12.ARAV.1:	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.ARAV.2:	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.ARAV.3:	Demonstrate technical support skills for audio, video and/ or film productions.
9.3.12.ARAV.4:	Design an audio, video and/ or film production.
9.3.12.ARJB.2:	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.ARJB.3:	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.ARJB.4:	Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).
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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
1.2.12adv.Re8a	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Unit Enduring Questions:	**Unit Enduring Understandings:**
● **How does a producer organize and prioritize an extensive volume of footage?**	● **A compilation of archival footage has to have a final purpose or message.** ● **The order, length, and style of clips**

- **How can the editing process contribute and influence the message?**
- **How can multiple perspectives on a subject be combined into a cohesive message?**
- **How does time, place, audience, and context affect presenting or performing choices for media artworks?**
- **How can presenting or sharing media artworks in a public format help a media artist learn and grow?**
- **Why do various venues exist for presenting, sharing, or distributing media artworks?**
- **How do people relate to and interpret media artworks?**
- **How can the viewer "read" a work of art as text?**
- **How does knowing and using arts vocabulary help us understand and interpret works of art?**

- **assembled together can change the message a video production sends.**
- **A video production, while a collaborative process, requires a final, single voice and message.**
- **Media artists present, share and distribute media artworks through various social, cultural, and political contexts.**
- **Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.**
- **There are strategies to improve one's professional value and marketability.**
- **With a growth mindset, failure is an important part of success.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.**
- **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**

Unit Objectives:	Unit Objectives:
Students will know….	*Students will be able to…....*
● **Not all video footage that is taken needs to be used in the final product.** ● **Most successful videos have a theme or common element to unify the message.** ● **Graphic elements in a video production can both enhance the storytelling and provide visual entertainment to an audience.** ● **A video portfolio/ compilation requires an active production process over a lengthy period of time.**	● **Differentiate between video that will contribute to the final product and video that should be discarded.** ● **Develop a theme in the production of a video yearbook.** ● **Experiment using graphic animation software to create animated elements.** ● **Create a video yearbook of multiple events over an extended period of time reflecting a single year at the high school.**

Lower Cape May Regional School District Television and Broadcasting Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: ● Kahoot   Word Sort ● Quizlet   Demonstrations ● Hand signals   Newspaper Headline ● Gimkit ● Observation ● Self Assessment ● Exit Card ● Writing Prompt ● Debriefing
Summative Assessment Utilized throughout Units: ● Finished, edited projects
Modifications for ELL's, Special Education, 504, and Gifted and Talented Students: ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups

- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:
- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
  Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
  http://www.nj.gov/education/cccs/2014/career/93.pdf

Project-based Learning Tasks:
- Creating a short, 5-minute broadcast incorporating the basic fundamentals of a TV Production.
- Demonstrating proper r microphone technique during a news interview.
- Creating a news broadcast targeted towards a high school viewership.
- Creating a news broadcast
- Producing a news magazine show .
- Producing a sports highlight show on an individual sport.
- Producing a sports highlight show on multiple sports
- Create a sports broadcast show that integrates a custom designed virtual set .
- Creating a short "How -To" webcast on a specific skill, product, or service.
- Creating an entertainment -based webcast highlighting music, film, or arts.
- Creating a social media/ promotional campaign to attract viewers to a student -created YouTube channel .
- Creating a media presentation highlighting a specific electronic media career of their choice.
- Producing a summative video portfolio/ yearbook that encapsulates the events of an entire school year and student body.

Vocabulary:
- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:
- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:
- Students must engage in technology applications integrated throughout the curriculum.
    - Mac computers
    - Final Cut Pro X
    - Video Cameras
    - Soundboard
    - Teleprompter
    - Video Mixer (TriCaster)
    - YouTube
    - Instagram
    - Twitter

Resources:
- Ancillary resources and materials used to deliver instruction are included below:
  Schoolvideonews.com

  Kyker, Keither, and Christopher Curchy. Television Production: A Classroom Approach. Westport, CT: Libraries Unlimited, 2004. Print

  Millerson, Gerald. Television Production. 13 th ed. Oxford:Focal, 1999.

  Cybercollege.com TV Production course

  NewTek Tricaster 460 User Manual

  Cook, Martie. Write to TV: Out of Your Head and onto the Screen. Burlington, MA: Focal, 2007.

  YouTube Streaming Tips https://support.google.com/ YouTube/ answer/ 2853700?hl=en

  Holt, Douglas. "Branding in the Age of Social Media." Harvard Business Review .

N.p., 01 Mar. 2016. Web. 15 July 2016. <https:/ / hbr.org/ 2016/ 03/ branding-in-the-age-of-social-media>.

Chuday, Liz. "Careers in Television." SpringerReference (n.d.): n. pag. National Association of Broadcasting . National Association of Broadcasting, 2004. Web. 15 July 2016. <http:/ / www.nab.org/ documents/ television/ NABTelevisionCareersSecon dEdition.pdf>.

"Video Yearbooks." Parker Vision TV Broadcasting (n.d.): n. pag. Parker Vision TV Broadcasting. Parker Vision. Web. 15 July 2016. <https:/ / www.bcps.org/ offices/ lis/ tvprog/ resources/ Students%20Manuals/ Unit16.pdf>.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students

	are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.

Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in

rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:
   ● http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
   ● http://www.corestandards.org/
http://www.nj.gov/education/cccs/2014/career/93.pdf

Board of Education Approved Text(s)
Zettl, Herbert *Television Production Handbook 12th Edition.* Boston: Wadsworth Publishing, 2015. Print.