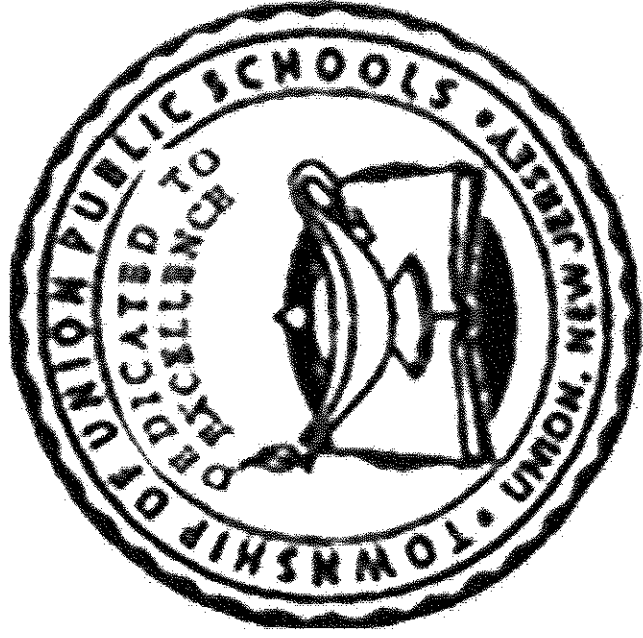


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



# ***Exploring TV Production***

## **Curriculum Guide**

Curriculum Guide Approved June 2017

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

The Exploring TV Production course is designed to introduce students into television production from the TV news side of the industry. The UHS-TV Program is an affiliate service of CNN news. Students who take Exploring TV Production will gain hands on experience in a newsroom like setting, learning both the editorial and technical skills of newsroom production. Students who progress in the program will have the chance to be apart of the UHS Morning News show. This is NOT a prerequisite course to TV Production 1.

## **Recommended Textbooks**

Television Production and Broadcast Journalism, Third Edition

By: Philip L. Harris and Gil Garcia

Publisher: The Goodheart-Willcox Company, Inc.

## Course Proficiencies

### Students will be able to...

- ✓ Understand the history of broadcast journalism.
- ✓ Develop good news literacy judgment and journalism ethics.
- ✓ Understand newsroom positions and their responsibilities.
- ✓ Demonstrate basic studio operations.
- ✓ Understand and demonstrate the operation of all TV studio equipment.
- ✓ Develop a news stories applying the rules of writing for TV news.
- ✓ Demonstrate appropriate new anchor presence and skills on camera.
- ✓ Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
- ✓ Identify and understand the multiple career options in a TV newsroom setting.

## **Curriculum Units**

**Unit 1: Broadcast Journalism**

**Unit 2: Newsroom Operation**

**Unit 3: TV News Writing**

**Unit 4: UHS Morning News**

**Unit 5: News Interviews**

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1: Broadcast Journalism	APPROX. 20 Days
Unit 2: Newsroom Operation	APPROX. 15 Days
Unit 3: TV News Writing	APPROX. 10 Days
Unit 4: UHS Morning News	APPROX. 15 Days
Unit 5: News Interviews	APPROX. 30 Days

### Unit 1: Broadcast Journalism

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the proper safety procedures and rules in the classroom/studio?</p> <p>What are key historical events in broadcast journalism?</p> <p>Who are key figures in the history of broadcast journalism?</p> <p>What is the Journalism Code of Ethics?</p> <p>What is the first amendment right?</p> <p>What are different types of news broadcast?</p> <p>What is good news judgment and literacy?</p> <p>How is the media looked at today compared to the 1950's?</p>	<p>Review classroom/studio safety rules and procedures</p> <p>Research and discuss key figures and events in the history of broadcasting journalism.</p> <p>Discuss the laws, ethics of journalism.</p> <p>Explain the responsibility broadcast journalist have to the viewing public.</p> <p>Identify news programs as mainstream, non-mainstream and tabloid.</p> <p>Recall the news elements used to judge the newsworthiness of a story.</p> <p>Analyze and discuss media coverage currently going on today.</p> <p><b>9.3.12.AR-AV.1</b> <b>9.3.12.AR-JB.3</b></p>	<p>Safety test on classroom and studio rules and procedures.</p> <p>Watch and discuss historical events and its news coverage. Define professional terms.</p> <p>Do Now activities to review key terms and historical events.</p> <p>Lecture and discuss the media today and their coverage on current events happening.</p> <p>Discuss the responsibility that broadcast journalist have to the viewing people.</p> <p>Lecture and discuss laws, ethics and news judgment.</p> <p>Produce on camera interviews about a school issue or concern practicing good news judgment, ethics and literacy.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Written Safety Test</p> <p>UHS Junior Reporter Project</p>



## Unit 2: Newsroom Operation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the job roles one could fill in a newsroom?</p> <p>What are the opportunities available in the work force within these job roles?</p> <p>How many people are required behind the scenes for news broadcast?</p> <p>How do you operate each piece of equipment in the newsroom?</p> <p>What is appropriate camera framing and stage set up for a newscast?</p> <p>What is cross camera shooting?</p> <p>What is correct camera staging for a 3-camera in-studio production?</p> <p>What happens to a production if the director's cues are not followed with correct timing?</p>	<p>Identify and understand the different job roles in a newsroom.</p> <p>Demonstrate safe operation of all in-studio equipment in the control room.</p> <p>Identify correct framing, headroom and cross camera shooting with three cameras.</p> <p>Demonstrate proper microphone placement for on camera talent.</p> <p>Read and Speak for the teleprompter.</p> <p>Demonstrate director cues for a studio production.</p> <p><b>9.3.12.AR.6</b>  <b>9.3.12.AR-AV.2</b>  <b>9.3.12.AR-AV.3</b>  <b>9.3.12.AR-AV.4</b>  <b>9.3.12.AR-JB.1</b></p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Demonstrate equipment operation filling the job roles required for operation of each piece of equipment.</p> <p>Practice proper microphone placement with a partner.</p> <p>Practice reading from a teleprompter with a pre-written newscast.</p> <p>Produce a mock breaking news broadcast filling each of the job roles required for a TV studio production.</p>	<p><b>Discussion Posts</b></p> <p><b>"That's A Wrap" Class Tasks</b></p> <p><b>Class Participation</b></p> <p><b>Written Studio Equipment Test</b></p> <p><b>Equipment Demonstration Project</b></p>

### Unit 3: TV News Writing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the 5 W's and H of a news story?	Identify the 5 W's and H of a news story.	Read a news story and write a current event identifying who, what, when, where, why and how of the story.	Discussion Posts
What are the rules for writing a TV news style script?	Discuss the rules of writing for a TV news script.	Writing exercise packet to review the rules for writing for TV news.	"That's A Wrap" Class Tasks
Why is the first sentence of a new story so important?	Identify the importance of a good attention-grabbing first sentence and why it is the most important part of a story.	Demonstrate writing attention-grabbing ledes for new stories applying the rules learned in the lesson	Class Participation
What does it mean to write in active voice?	Discuss the difference between a soft lede and a hard lede.	Demonstrate writing the rest of the story applying the rules learned in the lesson.	TV News Writing Packet
How do you craft a good lede?	Analyze soft and hard ledes in real news broadcast.	Demonstrate writing out numbers in a news story using the rules learned in the lesson.	Breaking News Written Project
What is the difference between a soft lede and a hard lede?	Develop sentences written in active voice.	Translate a breaking news story from an online source, transferring it into a TV news style story applying all rules.	
How do you write the rest of a news story?	Write a breaking news story, applying all the rules for writing for TV news.		
How do you write numbers for a TV news script?	<b>9.3.12.AR-JB.2</b> <b>9.3.12.AR-JB.3</b>		

**Unit 4: UHS Morning News**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the different story types that are broadcast during a newscast?</p>	<p>Recognize the different story types broadcast during a newscast.</p>	<p>Define professional terms. Do Now activities to review key terms and concepts.</p>	<p><b>Discussion Posts</b></p>
<p>What is a typical day like in a newsroom?</p>	<p>Recall the workflow and responsibilities involved in a typical day in a newsroom.</p>	<p>Lecture and discuss the short format of the UHS Morning News show rundown.</p>	<p><b>“That’s A Wrap” Class Tasks</b></p>
<p>What is a short format morning news show?</p>	<p>Explain the short format show structure for UHS Morning News Show.</p>	<p>Watch video clip examples of good anchor intro and outro’s.</p>	<p><b>Class Participation</b></p>
<p>What are the story options for a short format UHS Morning newscast?</p>	<p>Discuss the various story options for the UHS Morning News Show.</p>	<p>Watch video clips from other high school morning news show broadcast.</p>	<p><b>Script Writing Assignment</b></p>
<p>What is an anchor intro and outro and how do you write one?</p>	<p>Explain what an anchor intro and outro are and give examples of typical ones used.</p>	<p>Write and produce a short format UHS Morning News show.</p>	<p><b>Broadcast Project 1</b></p>
<p>What are the qualities and characteristics of a news anchor?</p>	<p>Discuss the qualities and characteristics needed for on air talent as an anchor. <b>9.3.12.AR-JB.4</b> <b>9.3.12.AR-AV.4</b> <b>9.3.12.AR-JB.2</b> <b>9.3.12.AR-JB.3</b></p>	<p>Analyze and critique individual and other group productions during post-production.</p>	

### Unit 5: News Interviews

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a news talk show?</p> <p>What is the difference between hard news and commentary?</p> <p>What is conversational style broadcasting?</p> <p>How do you to conduct a proper interview?</p> <p>How do you write open-ended questions for an on camera interview?</p> <p>Why is it important to use follow up questions in your interviews?</p>	<p>Discuss various news talk shows on television today.</p> <p>Analyze CNN and Fox News commentary talk shows and discuss the difference between them and news broadcast.</p> <p>Analyze video clips of entertainment and sports news broadcast and different interviews.</p> <p>Discuss the appropriate steps to take in order to conduct a successful interview.</p> <p>Develop open-ended interview questions.</p> <p>Identify proper in studio camera staging for an interview.</p> <p><b>9.3.12.AR-JB.4</b> <b>9.3.12.AR-JB.3</b> <b>9.3.12.AR-JB.1</b></p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Lecture and discuss the elements of sports and entertainment news broadcast.</p> <p>Watch video clips of sports and entertainment news interviews.</p> <p>Discuss the qualities of a successful on camera interview.</p> <p>Develop open-ended questions for an on camera interview.</p> <p>Produce a sports or entertainment news interview.</p> <p>Produce a teacher profile news interview</p> <p>Analyze and critique individual and other group productions during post-production.</p>	<p><b>Discussion Posts</b></p> <p><b>“That’s A Wrap” Class Tasks</b></p> <p><b>Class Participation</b></p> <p><b>Script Writing</b></p> <p><b>Broadcast Project 2</b></p> <p><b>Broadcast Project 3</b></p>

**New Jersey Core Curriculum Content Standards**  
**Academic Area**

**9.3 – Career & Technical Education (CTE)**  
**Content Area: 21<sup>st</sup> Century Life and Careers**

<b>CONTENT AREA:</b>	<b>STANDARD 9.3 CAREER AND TECHNICAL EDUCATION</b>
<b>Number</b>	<b>ARTS, A/V TECHNOLOGY &amp; COMMUNICATIONS CAREER CLUSTER*</b>
	<i>Standard Statement</i>
	<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>
<b>CAREER CLUSTER*:</b>	<b>ARTS, A/V TECHNOLOGY &amp; COMMUNICATIONS (AR)</b>
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.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
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.
<b>PATHWAY:</b>	<b>A/V TECHNOLOGY &amp; FILM (AR-AV)</b>
9.3.12.AR-AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
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.
<b>PATHWAY:</b>	<b>JOURNALISM &amp; BROADCASTING (AR-JB)</b>
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).

New Jersey Scoring Rubric

**New Jersey Department of Education  
New Jersey Registered Holistic Scoring Rubric**

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content &amp; Organization</b> (see below)	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transition evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b> (see below)	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construc-</b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

tion (see below)	incorrect sentences	structure errors	interfere with meaning	
<b>Mechanics</b> (see below)	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>NR = No Response</b>	Student wrote too little to allow reliable judgment of his/her writing.			
<b>OT = Off Topic/ Off Task</b>	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.			
<b>NE = Not English</b>	Student wrote in a language other than English.			
<b>WF = Wrong Format</b>	Student refused to write on the topic, or the writing task folder was blank.			
<b>Content &amp; Organization</b>	<b>Usage</b>	<b>Sentence Construction</b>	<b>Mechanics</b>	
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns usage/agreement</li> <li>Word choice/meaning</li> <li>Proper modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>	

**Grade Scale:**

6 = A  
5 = B  
4 = C

3 = D  
2 = F  
1 = 0