

Course Title – Television Broadcasting Technology II	
Implement start year – 2014-2015	
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Unit #2, topic – Storytelling and Developing a Message Students will be able to independently use their learning to plan for and develop a message in a way that tells an effective story.	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy
Standards - 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. A. Aesthetic Responses B. Critique Methodologies 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Literacy F. Critical Thinking, Problem Solving, and Decision Making	<u>21st Century Skills</u> <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility

<p>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>A. Critical Thinking & Problem Solving B. Creativity and Innovation C. Collaboration, Teamwork and Leadership D. Cross-Cultural Understanding and Interpersonal Communications E. Communication and Media Fluency F. Accountability, Productivity and Ethics</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. C. Arts, A/V Technology, & Communications Career Cluster</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The preparation and planning of a production leads to the overall success of the audience receiving the intended message.</p> <p><i>EU 2</i> The method in which a story is told will dictate whether or not the audience receives the intended message.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is it important to know the demographics of your audience and your production? • Why must a producer understand their channel in order to reach an intended audience? • What creates effective collaboration? • Why do we plan a production? • What problems could I encounter if I am not prepared for an interview? <p><i>EU 2</i></p>

	<ul style="list-style-type: none"> • How does the way a question is asked affect the response? • How can two producers tell the same story using different techniques? • Why does a story help to drive viewer interest? • What makes a good story?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • scriptwriting formats for news and narrative. • storyboarding for narrative. • audience demographics and channel. • collaboration techniques. • production scheduling techniques. • researching techniques. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • narrative structure. • plot structure. • character development. • setting. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • write a professional email to solicit an interview. • write a script for news and narrative. • prepare for an interview. • tailor a production to a specific audience. • collaborate with peers in the planning of a production. • create a production schedule. • find facts and information for a news story. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • write effective interview questions. • develop a story for narrative. • find a news story through facts and information.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-assessment
- Teacher observations
- Class/group dialogues
- Interview for a news package

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Research the current topic using resources available to you (interviews, pre interviews, internet, etc.) (M)
- Create a production schedule and contact your interview sources. (T)
- Conduct appropriate interviews using professional standards and techniques (T)
- Generate appropriate questions for your interview (T)
- Arrive at the interview on time and appropriately dressed (T)
- Create a script for voice overs and other segment components (T)
- Complete a script development form or other scripting/storyboarding techniques (M)
- Complete a rubric (self asses) (T)

