



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Ocean Township High School

Course: Live Broadcast – Events/Filming

Department: Technology

Supervisor: Patrick O’Neill

Board Approval	Supervisor	Notes
July 2016	Mike Lambusta	Update Standards
December 2017	Patrick O’Neill	Update Standards

Home of the Spartans!
#spartanlegacy



Week	Marking Period 1	Week	Marking Period 3
1	Course Intro and Pre-Testing	21	
2	Broadcasting Fundamentals (ongoing)	22	
3	Broadcasting Fundamentals (ongoing)	23	
4	Live Broadcast & Events Filming (ongoing)	24	
5	Live Broadcast & Events Filming (ongoing)	25	
6	Live Broadcast & Events Filming (ongoing)	26	
7	Live Broadcast & Events Filming (ongoing)	27	
8	Live Broadcast & Events Filming (ongoing)	28	
9	Live Broadcast & Events Filming (ongoing)	29	
10	Live Broadcast & Events Filming (ongoing)	30	
Week	Marking Period 2	Week	Marking Period 4
11	Field Production (ongoing)	31	
12	Field Production (ongoing)	32	
13	Field Production (ongoing)	33	
14	Field Production (ongoing)	34	
15	Field Production (ongoing)	35	
16	Post-Production & Workplace Skills Development (ongoing)	36	
17	Post-Production & Workplace Skills Development (ongoing)	37	
18	Post-Production & Workplace Skills Development (ongoing)	38	
19	Post-Production & Workplace Skills Development (ongoing)	39	
20	Post-Production & Workplace Skills Development (ongoing)	40	

Time Frame	WEEK 1
Topic	
Live Broadcast & Events Filming Course Intro and Pre-Testing	
Essential Questions	
<ul style="list-style-type: none"> • What is Live Broadcast & Events Filming and what will it entail? • What areas will be explored in this course? • What projects will be accomplished in the course? • What are the student requirements in the Live Broadcast & Events Filming course? • How is the course grade determined? • What are the teacher expectations for student behavior in the course? • What general safety measures should I be aware of in the classroom environment? • What electrical safety measures should I be aware of when using computer equipment and printers in the classroom? • What safety measures should I be aware of when using the cameras, switchers, editors and other electrical equipment? • What physical responses should I conduct in the event of personal injury, peer injury, or school evacuation requirements 	
Enduring Understandings	
<ul style="list-style-type: none"> • This course provides students with an understanding of the technological systems that extend the range of human communications, with an emphasis on the Live Broadcast & Events Filming. The course is an overview of video/broadcast technologies and approaches. • Students completing the course will describe, demonstrate, compare, analyze, integrate, and critique video/broadcast technologies related to: live events; the evolution of digital technologies and implications for the future; fundamentals of lighting; the basics of digital digital storytelling; post production audio. • Live Broadcast & Events Filming Course Outline • Student responsibilities • Following safety rules prevents personal injury. • Use of electricity requires safe measures and awareness. • Hazardous conditions require personal attention and typically require evacuation. • Equipment associated with Live Broadcast & Events Filming requires safe measures and awareness. 	
Alignment to NJSLs	
8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Live Broadcast & Events Filming Course Description • Course Unit Outlines • Course Requirements • Proficiency Level • Student Behavior Expectations • Safety 	
Learning Activities	
<ul style="list-style-type: none"> • Live Broadcast & Events Filming Course Outline distribution and teacher presentation • Teacher contact information • Student use of school equipment policy • Student behavior while using school computers, software, and peripheral equipment • Extra Help Days • Internet online website Edmodo.com acct. sign-up and Google DRIVE set-up for virtual classroom, 	

course testing and project critique use

- Q&A period for students
- Web-based presentation/creative tools: Voki, Prezi, etc.

Assessments

- Student/Parent Signature Acknowledgement Form for course outline & requirements.
- OTHS Live Broadcast & Events Filming Course Pre-Test/SGO (online via Edmodo)
- OTHS Applied Technology Safety Test

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Language Arts, Visual Arts

Technology Integration

Google suite of Apps, Edmodo, Prezi, Adobe Creative Cloud

Time Frame	WEEK 2-3 (and ongoing)						
Topic							
Broadcasting Fundamentals							
Essential Questions							
<ul style="list-style-type: none"> • What is television? radio? • What is the responsibility of the media today? • What impact has the Internet had on traditional radio and TV? • What is the FCC and what is it's mission? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Define terms, relevant details, facts and specifications; use industry terms appropriately in context. • Discuss ethical approaches in television; analyze codes of ethics of national and international media associations; use industry terms appropriately in context. • Identify the governing body of television broadcasting in the United States; discuss the role and purpose of the FCC. 							
Alignment to NJSL							
8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Students knowledge of television and radio/podcast terms, identifies relevant details, facts, and specifications. • Communicate a thought, idea, or fact in spoken form and via storyboard. • Students will identify relevant details, facts, and specifications. 							
Learning Activities							
<ul style="list-style-type: none"> • Lecture presentation on key concepts • Demonstration of various video equipment and their applications • Video tutorials • Project design and presentation • Use Audacity to create a podcast, and then post it • Use Google Docs for collaboration • Identify and schedule possible live events for video production • Television terminology printout • www.mediacollege.com 							
Assessments							
<ul style="list-style-type: none"> • Project-based rubrics, deadlines • Quiz • Instructor anecdotal observation of student projects throughout the course 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication		Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		
Interdisciplinary Connections							
Language Arts, Visual Arts, Computer Science							
Technology Integration							
Google suite of Apps, Edmodo, Prezi, Audacity							

Time Frame	WEEK 4-10						
Topic							
Live Broadcast & Events Filming							
Essential Questions							
<ul style="list-style-type: none"> • How is video/broadcast continuing to evolve? • How do the disciplines of journalism, visual arts and marketing interact in the creation of a event production? • How can we use our understanding of a studio 3 camera shoot to produce professional quality content? • What and how do you prepare for a radio or television production? • What are the advantages of brainstorming (pre-planning) before a project? • How does writing a script for television differ from other writing? • What are the challenges of working in a group? • How will using a storyboard improve my production? • Which platforms are preferred for producing live events? 							
Enduring Understandings							
<ul style="list-style-type: none"> • How to collaborate in teams, allocate responsibilities • How to design productions for specific audiences and scenarios • Create a personalized digital portfolio that contains a resume, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations. • To design, develop and complete individual/group productions 							
Alignment to NJSLS							
8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Collaborative Design • Project-based Learning • Criteria/Constraints • Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. 							
Learning Activities							
<ul style="list-style-type: none"> • Lecture presentation on key concepts • Video segments via Youtube • Demonstration of advanced functions of Mac hardware, cameras/switcher, Adobe CC software • Hands-on digital video projects 							
Assessments							
<ul style="list-style-type: none"> • Project-based rubrics, deadlines • Podcast entries • Quizzes • Instructor anecdotal observation of student projects throughout the course 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		
Interdisciplinary Connections							
Language Arts, Visual Arts, Computer Science, Math							
Technology Integration							
Google suite of Apps, , Prezi, Audacity, Adobe CC							

Time Frame	WEEK 11-15						
Topic							
Ongoing Field Production							
Essential Questions							
<ul style="list-style-type: none"> • What constitutes a field production? • What constitutes a studio production? • What is the “rule of thirds?” • What is the meaning of “production values” and explain examples. • How will we distribute media in the future? What avenues for distribution will be available? • Are my shots framed correctly? Did I use a tripod when necessary? • What are cutaways? 							
Enduring Understandings							
<ul style="list-style-type: none"> • Define production terms; use industry terms appropriately in context. • Understand the different types of production; describe a field production; communicates a thought, idea, or fact in spoken form; identify roles and responsibilities of field production personnel; comprehends ideas and concepts related to TV personnel; describe a studio production; imagines the flow of work activities from narrative descriptions; identify roles and responsibilities of studio production personnel; comprehends ideas and concepts related to TV personnel. 							
Alignment to NJSLs							
8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Demonstrate basic camera setup and operation • Perform white balance function in appropriate settings • Uses equipment and techniques to white balance a camera • Apply appropriate focusing techniques • Demonstrate appropriate audio control usage; reads measurements from audio measuring devices; demonstrate appropriate use of tripod; uses equipment and techniques to properly mount cameras. 							
Learning Activities							
<ul style="list-style-type: none"> • Lecture presentation on key concepts • Video segments via Youtube • Demonstration of advanced functions of Mac hardware, cameras/switcher, Adobe CC software • Hands-on digital video projects 							
Assessments							
<ul style="list-style-type: none"> • Project-based rubrics, deadlines • Podcast entries • Quizzes • Instructor anecdotal observation of student projects throughout the course 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		
Interdisciplinary Connections							
Language Arts, Visual Arts, Computer Science, Math							
Technology Integration							
Google suite of Apps, Prezi, Audacity, Adobe CC							

Time Frame	WEEK 16-20
Topic	
Post-Production & Workplace Skills Development	
Essential Questions	
Post-Production	
<ul style="list-style-type: none"> • Can you ever have enough b-roll? • How can the addition of production values help my project? • Have I given proper credit to sourced materials? • Before I sit down to edit, do I have the majority of my media gathered? 	
Workplace Skills (CTE)	
<ul style="list-style-type: none"> • How hard is it to get a job in television/broadcasting? • What is the latest equipment being used in the industry? • Do I need to attend college to work in the industry? • What jobs are available? • Is my personality suited for working in this business? 	
Enduring Understandings	
<ul style="list-style-type: none"> • How to collaborate in groups and teams • Define terms; use industry terms appropriately in context. • Explain proper editing technique; demonstrate the proper use of an editing system; comprehends ideas and concepts related to television editing; acquire and log raw footage; compile and arrange selected footage; creates new design by applying specific criteria; add additional audio to selected footage; uses senses to perceive the over-all effect of combining elements; add additional video elements to selected footage; Organizes and processes images-video, special effects, graphics, characters, etc. • Identify interpersonal skills essential to workplace success; discuss how timeliness and attendance relate to workplace success; describes desirable worker characteristics; demonstrate timeliness and regular attendance; displays high standards of attendance; discuss appropriate work ethics; describes/Explains significance of integrity, honesty, and work ethics; discuss communication, leadership, and teamwork skills essential to workplace success; describes desirable worker characteristics; demonstrate effective basic oral communication; speaks effectively, using appropriate eye contact, gestures, and posture; demonstrate effective basic written communication; communicates thoughts, ideas, or facts in written form in a clear, concise manner; demonstrate the ability to make basic decisions regarding production responsibility; evaluates information/data to make best decision. 	
Alignment to NJSLs	
8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Uses technical terms as appropriate to audience. • Collects additional materials to support the story line/project. • Students to learn basic editing skills concentrating on media gathering, organization, and keyboard commands. • Students will utilize video they filmed as source material. • Visual assessment of computer to ensure proper uploading of source material as well as the ability to close and open individual project. 	
Learning Activities	
<ul style="list-style-type: none"> • Lecture presentation on key concepts • Video segments via Youtube • Demonstration of advanced functions of Mac hardware, cameras/switcher, Adobe CC software 	

- Hands-on digital video projects

Assessments

- Project-based rubrics, deadlines
- Podcast entries
- Quizzes
- Instructor anecdotal observation of student projects throughout the course

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Language Arts, Visual Arts, Computer Science, Math

Technology Integration

Google suite of Apps, Prezi, Audacity, Adobe CC