



# 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.*

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## **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	

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

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

### **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### **Interdisciplinary Connections**

Language Arts, Visual Arts

### **Technology Integration**

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

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

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

<b>Time Frame</b>	<b>WEEK 11-15</b>						
<b>Topic</b>							
<b>Ongoing Field Production</b>							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What constitutes a field production?</li> <li>• What constitutes a studio production?</li> <li>• What is the “rule of thirds?”</li> <li>• What is the meaning of “production values” and explain examples.</li> <li>• How will we distribute media in the future? What avenues for distribution will be available?</li> <li>• Are my shots framed correctly? Did I use a tripod when necessary?</li> <li>• What are cutaways?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Define production terms; use industry terms appropriately in context.</li> <li>• 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.</li> </ul>							
<b>Alignment to NJSLs</b>							
<b>8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Demonstrate basic camera setup and operation</li> <li>• Perform white balance function in appropriate settings</li> <li>• Uses equipment and techniques to white balance a camera</li> <li>• Apply appropriate focusing techniques</li> <li>• Demonstrate appropriate audio control usage; reads measurements from audio measuring devices; demonstrate appropriate use of tripod; uses equipment and techniques to properly mount cameras.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture presentation on key concepts</li> <li>• Video segments via Youtube</li> <li>• Demonstration of advanced functions of Mac hardware, cameras/switcher, Adobe CC software</li> <li>• Hands-on digital video projects</li> </ul>							
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<b>Interdisciplinary Connections</b>							
Language Arts, Visual Arts, Computer Science, Math							
<b>Technology Integration</b>							
Google suite of Apps, Prezi, Audacity, Adobe CC							

<b>Time Frame</b>	<b>WEEK 16-20</b>
<b>Topic</b>	
<b>Post-Production &amp; Workplace Skills Development</b>	
<b>Essential Questions</b>	
<b>Post-Production</b>	
<ul style="list-style-type: none"> <li>• Can you ever have enough b-roll?</li> <li>• How can the addition of production values help my project?</li> <li>• Have I given proper credit to sourced materials?</li> <li>• Before I sit down to edit, do I have the majority of my media gathered?</li> </ul>	
<b>Workplace Skills (CTE)</b>	
<ul style="list-style-type: none"> <li>• How hard is it to get a job in television/broadcasting?</li> <li>• What is the latest equipment being used in the industry?</li> <li>• Do I need to attend college to work in the industry?</li> <li>• What jobs are available?</li> <li>• Is my personality suited for working in this business?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• How to collaborate in groups and teams</li> <li>• Define terms; use industry terms appropriately in context.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>Alignment to NJSLs</b>	
<b>8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5</b>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Uses technical terms as appropriate to audience.</li> <li>• Collects additional materials to support the story line/project.</li> <li>• Students to learn basic editing skills concentrating on media gathering, organization, and keyboard commands.</li> <li>• Students will utilize video they filmed as source material.</li> <li>• Visual assessment of computer to ensure proper uploading of source material as well as the ability to close and open individual project.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture presentation on key concepts</li> <li>• Video segments via Youtube</li> <li>• Demonstration of advanced functions of Mac hardware, cameras/switcher, Adobe CC software</li> </ul>	



- Hands-on digital video projects

### **Assessments**

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

### **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
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### **Interdisciplinary Connections**

Language Arts, Visual Arts, Computer Science, Math

### **Technology Integration**

Google suite of Apps, Prezi, Audacity, Adobe CC