

# Unit 1- History of Television

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# Unit 1- History of Television

**Belleville Board of Education**

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Board Approved: September 23, 2019

## **Unit Overview**

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This unit will cover the history of television. Students can expect to learn the decade of the 50's,60's,70's and pilots that were sold/unsold. We will also produce student run games shows and develop scripts for these TV productions. Students will identify and understand the terminology associated with the medium: Iconoscope, Image dissector, image oscillator.

## **Enduring Understanding**

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Students will understand.....

TV provides a venue to differentiate storytelling

The impacts of television had a change in news media worldwide

Broadcasting is a form of advertisement and marketing

## **Essential Questions**

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Who is the founder of television?

Which station first developed the use of the standard camera?

Who is David Sarnoff?

What is the fairness doctrine?

What is an Iconoscope?

What is an image dissector?

What major impacts on television took place in the 1950's, 1960's, and 1970's?

How has the evolution of television changed today?

## **Exit Skills**

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What are the skills that the students should have obtained by the end of this unit?

Comparison & contrast: Roots of television

PILOTS & Syndication, Nielson Ratings; Scientific American

Identify and Understand the terminology associated with the medium: Iconoscope,

Image Dissector, Image Oscillator, Kinescope

Fairness Doctrine, Federal Communications Commission

Identify Personnel: Vladimir Zworykin, Philip T. Farnsworth, David Sarnoff Recognize visuals

## **New Jersey Student Learning Standards (NJSL-S)**

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9.3.12.AR	Arts, A/V Technology & Communications
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.
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.

## Interdisciplinary Connections

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LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

## Learning Objectives

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Students will be able to ....

Describe the effects television had on the economy

Name the founders of the television industry

Develop a timeline of important events over the course of the 1950's-1970's

Determine what factors led to the changes occurring today in television

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make

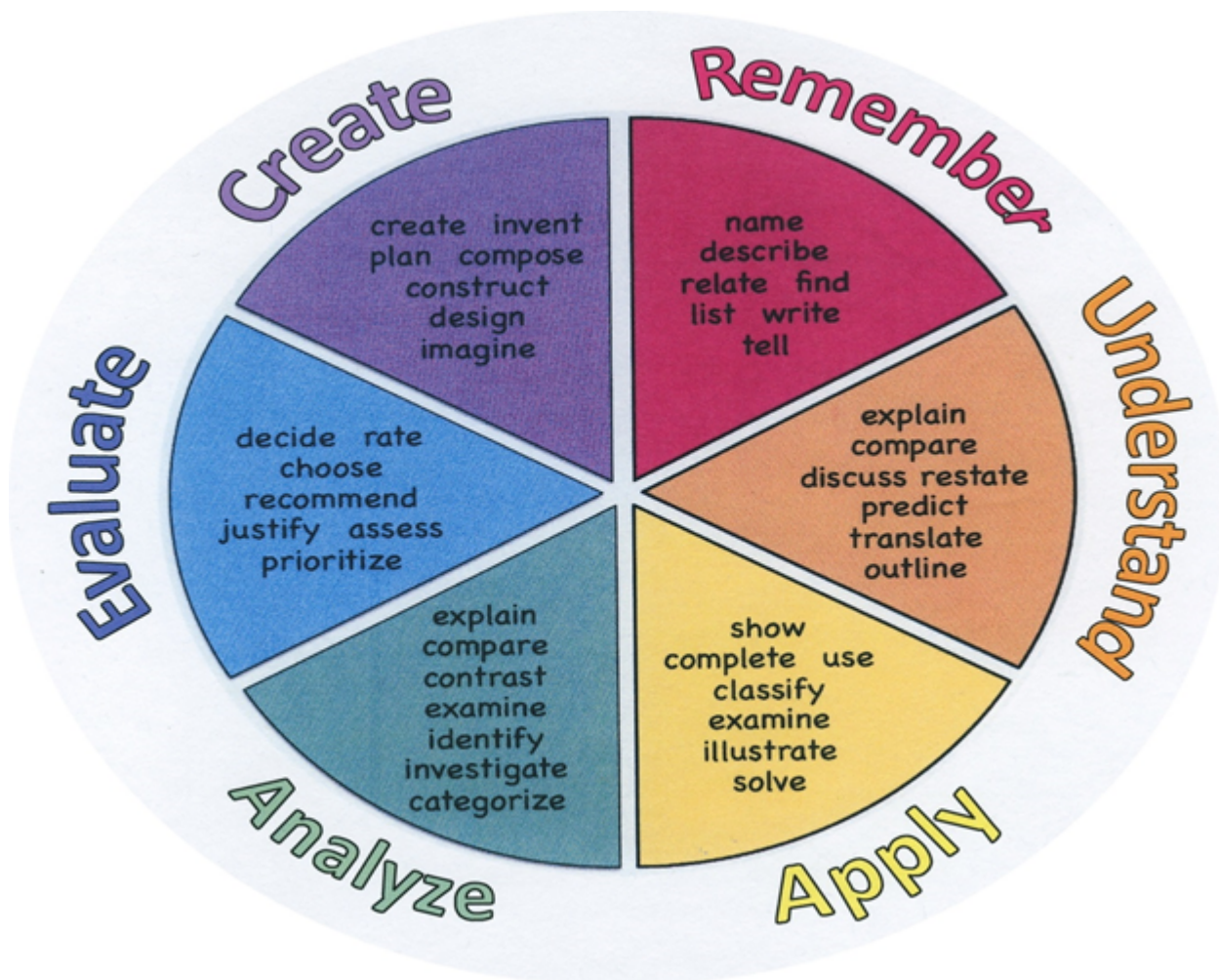
Omit  
 Recite  
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 Point  
 Quote  
 Recall  
 Recognize  
 Repeat  
 Reproduce

Indicate  
 Interrelate  
 Interpret  
 Infer  
 Match  
 Paraphrase  
 Represent  
 Restate  
 Rewrite  
 Select  
 Show  
 Summarize  
 Tell  
 Translate  
 Associate  
 Compute  
 Convert  
 Discuss  
 Estimate  
 Extrapolate  
 Generalize  
 Predict

Select  
 Show  
 Sketch  
 Solve  
 Use  
 Add  
 Calculate  
 Change  
 Classify  
 Complete  
 Compute  
 Discover  
 Divide  
 Examine  
 Graph  
 Interpolate  
 Manipulate  
 Modify  
 Operate  
 Subtract

Subdivide  
 Survey  
 Arrange  
 Breakdown  
 Combine  
 Detect  
 Diagram  
 Discriminate  
 Illustrate  
 Outline  
 Point out  
 Separate

Determine  
 Grade  
 Justify  
 Measure  
 Rank  
 Rate  
 Support  
 Test  
 Originate  
 Organize  
 Plan  
 Produce  
 Role Play  
 Drive  
 Devise  
 Generate  
 Integrate  
 Prescribe  
 Propose  
 Reconstruct  
 Revise  
 Rewrite  
 Transform



## **Suggested Activities & Best Practices**

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TV provides a venue to differentiate storytelling  
The impacts of television had a change in news media worldwide  
Broadcasting is a form of advertisement and marketing  
Write TV Script for films/commercials/game shows

## **Assessment Evidence - Checking for Understanding (CFU)**

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-Students will be given quizzes on history of television-benchmark assessments

-Students will be given group work to compare and contrast original and newly produced shows (Re-creations)-alternate assessment

Unit test-summative assessment

Think, pair, share-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Internet

Apple Mac Book

10th Edition-Television Production Handbook "Zettl"

## **Ancillary Resources**

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Videos from the 1950's, 1960's, and 1970's

TV Personnel List

History of Television Video

## **Technology Infusion**

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MAC Computers to help students enhance and embrace what technical equipment was used in earlier film productions.

Canon XA 10 Cameras- These cameras will show the technological advancements from then and now.



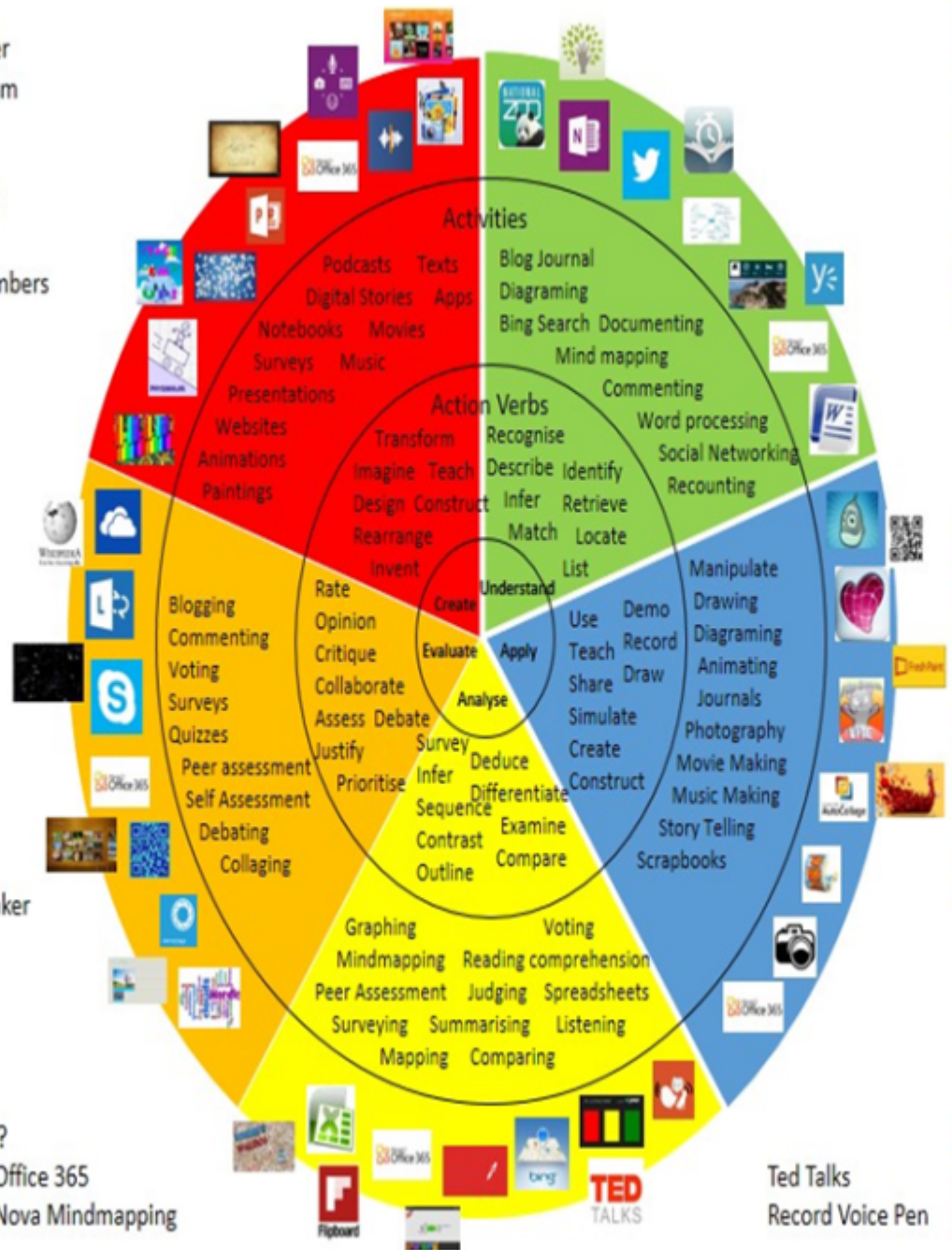
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel      Office 365  
 Flipboard      Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all

worksheets to convey the results.

TECH.8.1.12.A.5

Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

TECH.8.1.12.A.CS1

Understand and use technology systems.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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-Students will be given extra time to complete quiz on the history of television

-Students will be given extra time to complete book report on history of television

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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-Student centered based instruction will occur during reviews on original television broadcast productions

-Students will repeat all directions on project development and production of old time films

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Students will be partnered with a student from native country to explain and translate basic aspects of history of the television

-Illustrations and videos will be used to help explain and understand components of television

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Illustrations and images will be used to help explain and understand components of the television

-Classmates will work with peers to help assist with notes on the history of television

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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-Students will develop an idea of how the technical changes in television have helped increase the viewer audience

-Student will work at faster paces when developing piloted and unpiloted game shows

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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**Unit Name:**History of Television

**NJSLS:** See Below

**Interdisciplinary Connection:**

LA.RI.11-12.9- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes

and rhetorical features, including primary source documents relevant to U.S. and/or global history.

LA.RL.11-12.9- Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

LA.SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Statement of Objective:** Students will be able to understand and identify the differences in television today and in the past. The history of television will also be outlined and understood through the use of giving demonstrations and quizzes.

**Anticipatory Set/Do Now:** Students will identify 10 aspects of television from the past that is not used in television production today. (Cameras, VCR, etc.)

**Learning Activity:** Students will learn the technological advancements made of the course of a timeline in the field of television broadcast technology.

**Student Assessment/CFU's:** Students will be given a paper on the history of television, quizzes, and a production of a game show will be developed.

**Materials:** Textbooks, Computers, Camera

**21st Century Themes and Skills:**

Communication & Collaboration, Information Literacy, Media Literacy, Creativity and Innovation, Critical Thinking & Problem Solving, Information, Communications, and Technology Literacy

**Differentiation/Modifications:**

Visual Learners, Hands on Activities, Group/Peer Instruction, Direct Instruction

**Integration of Technology:**

Students will compare and contrast previous televisions used for broadcasting by collecting data using the Macbooks in class. The students will also broadcast their own television game shows during class instruction.

9.3.12.AR	Arts, A/V Technology & Communications
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.

9.3.12.AR-AV.2

Demonstrate the use of basic tools and equipment used in audio, video and film production.