

**Unit 1: Intro To News Production**  
**Timeline: Week 1-Week 3 (21 days)**

**Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).

**Producing:**

**Anchor Standard 4:**

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

**Anchor Standard 5:**

1.2.12acc.Pr5c: Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

**Anchor Standard 6: Conveying meaning through art.**

1.2.12prof.Pr6a: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.

**Rationale and Transfer Goals** : Student's will use industry standard equipment and real world scenarios such as producing the news, this will prepare them for the real world by having them work together as a team, overcoming stressful obstacles and gaining self confidence.

**Enduring Understandings:**

**Anchor Standard 4:**

Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

**Anchor Standard 5:**

Media artists require a range of skills and abilities to creatively solve problems.

**Anchor Standard 6**

Media artists present, share and distribute media artworks through various social, cultural, and political contexts.

**Essential Questions:**

**Producing:**

**Anchor Standard 4:**

How does collaboration expand and affect the creative process?

**Anchor Standard 5:**

How do media artists use various tools and techniques?

At what point is a work considered "complete"?

**Anchor Standard 6**

How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
What are the main jobs needed to produce the news and how to do them? Listed below are the jobs: <ul style="list-style-type: none"> <li>• Executive Producer</li> <li>• Producer</li> <li>• Director</li> <li>• Stage</li> <li>• Director</li> <li>• Anchor</li> <li>• Meteorologist</li> </ul>	Gain skills in using tools and equipment <ul style="list-style-type: none"> <li>• Learn how to use time management</li> <li>• Learn how to work in a team</li> <li>• Learn how to follow instructions from peers</li> <li>• Gain self confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Video Presentations</li> <li>• Group discussion               <ul style="list-style-type: none"> <li>● Picking their own jobs and stories</li> </ul> </li> <li>• Teacher demonstration and student performance utilizing the following equipment hands on:               <ul style="list-style-type: none"> <li>● Studio camera systems studio and portable</li> <li>● switcher/mixer</li> <li>● editing software</li> </ul> </li> </ul>	Newscast 1 Exhibition Student's will produce a Broadcast Quality newscast without Error.  NEWSCAST 2 Summative: Exhibition Student's will produce a Broadcast Quality newscast without Error. in a different job than they did during Newscast 1.

<ul style="list-style-type: none"> <li>• Audio Engineer</li> <li>• Technical Director</li> <li>• Computer Graphics/Character Generator/CG</li> <li>• Teleprompter</li> <li>• VTR/DDR/DVR Operator</li> <li>• Camera Operator</li> </ul>	<ul style="list-style-type: none"> <li>• Learn what it takes to perfect the craft</li> </ul>	<ul style="list-style-type: none"> <li>• audio system</li> <li>• computer graphics</li> <li>• teleprompter</li> <li>• audio mixer and microphones</li> </ul>	<p>Add to their Digital Portfolio and explain the following:            What was the point of each project?            What did you learn that was different from projects that came before?            What video production techniques did you improve upon?</p>
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**Spiraling for Mastery**

**Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they've learned?**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Students will learn how to Focus a camera, properly frame a shot, and work in a team.	In future Units they will constantly work in a team and use a camera in	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Demonstration</li> <li>• Peer mediation</li> </ul>

	<p>which they will have to focus and frame their shots.</p>	<ul style="list-style-type: none"> <li>• Hands on</li> </ul>
<p><b><u>21<sup>st</sup> Century Skills:</u></b></p> <ul style="list-style-type: none"> <li>• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</li> <li>• 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</li> <li>• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</li> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</li> <li>• 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</li> <li>• 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.</li> </ul>		
<p><b><u>Key resources:</u></b>            Teacher with Prior Experience in the Industry, The internet, and Professional Newscast from TV.            Newtek Tricaster Production Switcher <a href="http://www.newtek.com">www.newtek.com</a>, Windows OS and Mac OS Computers, <a href="http://youtube.com">youtube.com</a>, Google Education Suite, Hitachi HD Studio Cameras, <a href="http://lhstv.com">lhstv.com</a>, Prompter People Teleprompter</p>		
<p><b><u>Interdisciplinary Connections:</u></b>  <b>ESS2.D: Weather and Climate</b> — Students creating a newscast will include a weather section and students will read weather related maps.</p>		



**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Intersections of History:**

**Black:**

Discuss contributions from prominent news anchors of color and how the media depicts people of color

**Hispanic:**

Discuss contributions from prominent news anchors of hispanic descent and how the media depicts people of hispanic descent

**Women:**

Discuss contributions from prominent women news anchors

**LGBTQ:**

Discuss contributions from prominent news anchors of the LGBTQ community and how the media depicts people of the LGBTQ community

**Important Vocabulary:**

ENG Camera

Studio Camera

Teleprompter

Video Mixer

Audio Mixer

Chroma Key

Anchor

Meteorologist

DDR - Digital Disk Recorder

CG - Character Generator or Computer Graphics

Microphone

Lower Third

Digital Portfolio