

Unit 2: Timeline: October - June

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

Anchor Standard 4: Selecting, analyzing, and interpreting work

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: Developing and refining techniques and models or steps needed to create products.

1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.

Anchor Standard 6: Conveying meaning through art.

1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others

Rationale and Transfer Goals: *This section addresses how students will use what they learned for some useful accomplishment. Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year's work, such as "We are learning to read and write with thought and purpose."*

What better way to have rigor and relevance than to produce a daily newscast for the whole school to see. As in Unit 1 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. This will set them for when they produce the news for the rest of the year. This Unit Encompasses the whole year to give an opportunity to have each individual student learn and master each individual Job needed to produce a newscast.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

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: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

Anchor Standard 4:

How are complex media arts experiences constructed? At what point is a work considered "complete"?

Anchor Standard 5:

How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Anchor Standard 6:

How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

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: •Executive Producer •Producer •Director •Stage Director •Anchor •Meteorologist •Audio Engineer •Technical Director	Students will the have the skills jobs listed below: •Executive Producer •Producer •Director •Stage Director •Anchor •Meteorologist •Audio Engineer •Technical Director •Computer Graphics/Character Generator/CG	At the end of every week or two students will switch jobs and continue to learn how to do their job better.	Daily Broadcast Formative: Technology Project At the second to last day of each week student's will be tested on how well they know their job by producing a broadcast quality newscast without error. Verbal Pop Quiz: throughout the week I'll walk around and ask random students about their job, they will then have to give an

<ul style="list-style-type: none"> •Computer Graphics/Character Generator/CG •Teleprompter •VTR/DDR/DVR Operator •Camera Operator 	<ul style="list-style-type: none"> •Teleprompter •VTR/DDR/DVR Operator •Camera Operator <p>Student's will have the skills to produce News Package</p>		<p>in-depth explanation of what their job is and what it entails.</p> <p>Students are also assessed on how much they have improved from the 1st day of their job up to their last day of their job. They are assessed on how well they work in a team.</p> <p>Student Self Assessment</p> <p>Digital portfolio</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?

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<p>All Skills and Content learned in Until 1 will be used in Unit 2, throughout the year.</p>	<p>Students had a series of Hands-on activities, demonstrations by teachers and peers, videos or professional newscasts and notes in Unit1 and the put them into practice. During this unit they are expected to retain that information in order to complete this unit.</p>	<p>Producing the Morning Roar Newscast.</p> <p>Student Self Assessment</p> <p>Digital portfolio</p>

21st Century Skills:

- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

- 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).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Key resources:

Teacher with Prior Experience in the Industry, The internet, and Professional Newscast from TV.

Interdisciplinary Connections:

ESS2.D: Weather and Climate - Science— Students creating a newscast will include a weather section and students will read weather related maps.

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:

Throughout the year, students will play an important role of educating the students within the building about the importance of equality for all.

Hispanic:

Throughout the year, students will play an important role of educating the students within the building about the importance of equality for all.

Women:

Throughout the year, students will play an important role of educating the students with in the building about the importance of equality for all.

LGBTQ:

Throughout the year, students will play an important role of educating the students with in the building about the importance of equality for all.

Important Vocabulary:

NG Camera
Studio Camera
Teleprompter

Video Mixer

Audio Mixer

Chroma Key

Anchor

Meteorologist

DDR - Digital Disk Recorder

CG - Character Generator or Computer Graphics

Microphone

Lower Thirds

Digital Portfolio