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.).
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 *What students will know*	**Skills** *What students will be able to do*	**Activities/Strategies** *How we teach content and skills*	**Evidence (Assessments)** *How we know students have learned*

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
	Gain skills in using tools and equipment
	    • Learn how to use time management
	    • Learn how to work in a team
	    • Learn how to follow instructions from peers
	    • Gain self confidence
	    • Learn what it takes to perfect the craft
		• Video Presentations
		
		• Group discussion
		
		  ● Picking their own jobs and stories
		
		• Teacher demonstration and student performance utilizing the following equipment hands on:
		
		  ● Studio camera systems studio and portable
		  ● switcher/mixer
		  ● editing software
		  ● audio system
		  ● computer graphics
			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.
			
			Add to their Digital Portfolio and explain the following:

• Technical Director • Computer Graphics/Character Generator/CG • Teleprompter • VTR/DDR/DVR Operator • Camera Operator		● teleprompter ● audio mixer and microphones	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?

<table>
<tr><td colspan="3" align="center"><u>Spiraling for Mastery</u>
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?</td></tr>
<tr><td align="center">Content or Skill for this Unit</td><td align="center">Spiral Focus from Previous Unit</td><td align="center">Instructional Activity</td></tr>
<tr><td>Students will learn how to Focus a camera, properly frame a shot, and work in a team.</td><td>In future Units they will constantly work in a team and use a camera in which they will have to focus and frame their shots.</td><td>• Notes
• Demonstration
• Peer mediation
• Hands on</td></tr>
</table>

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.
Newtek Tricaster Production Switcher www.newtek.com, Windows OS and Mac OS Computers, youtube.com, Google Education Suite, Hitachi HD Studio Cameras, lhstv.com, Prompter People Teleprompter

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:
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