

**Trinity Area School District  
Template for Curriculum Mapping**

<b>Course: TV Broadcasting ( Semester 1 )</b> <b>Grade: 10-12</b> <b>Designer(s): John Husk</b>	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course):  <b>This semester course will build upon skills students acquired in previous courses by going into greater depth on equipment, techniques, and positions available in the video communications field. Students will get an opportunity to work as a team in a broadcast studio to do morning announcements and public presentations.</b>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

<b>Big Idea</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
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**Manufacturing Standards Sub Unit**

VOLUME	1.6.10.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations	Volume influences clarity in public speaking.	How does volume effect clarity?
QUESTIONS	1.8.10.A. Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.	Ask clear questions.	How does a clear question effect the response?
RESEARCH	1.9.10.A. Use media and technology resources for research and problem solving in content learning.	Media influences the learning process.	How can media and technology influence the learning process
INFLUENCE	1.9.10.B. Evaluate how the techniques used in media influence society.	Media influences society.	How does media influence society?

EFFECTS	3.4.10.B1. Compare and contrast how the use of technology involves weighing the trade-offs between the positive and negative effects.	Technology effects society	How does technology effect society?
DESIGN	3.4.10.B3. Compare and contrast how a number of different factors, such as advertising, the strength of the economy, the goals of a company and the latest fads, contribute to shaping the design of and demand for various technologies.	Economy effects advertizing	What are the economic effects of advertising in society?
RESEARCH	1.8.8.B Locate information using appropriate sources and strategies	Electronic search tools and traditional methods are used to locate information.	How can search tools be used to locate information about products?
COMMUNICATIONS	3.4.10.E4. Evaluate the purpose and effectiveness of information and communication systems.	Communication systems are an effective way to transmit ideas.	How are communication systems used to relay an idea.

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b> (In what month(s) will you teach this unit?)	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
Week1	<b>Brainstorming Material</b>	<b>RESEARCH</b>	<b>1.8.8.B 1.9.10.A.</b>	<b>Media influences the learning process.</b>	<b>How can media and technology influence the learning process</b>	<b>Project based assessments</b>	<b>Teacher Demonstration and hands-on experience</b>
Week 2-4	<b>Developing a commercial</b>	<b>DESIGN</b>	<b>3.4.10.B3.</b>	<b>Economy effects advertizing</b>	<b>What are the economic effects of advertising in society?</b>	<b>Project based assessments</b>	<b>Teacher Demonstration and hands-on experience</b>
Week 5-6	<b>News Broadcasting</b>	<b>COMMUNICATIONS</b>	<b>3.4.10.E4.</b>	<b>Communication systems are an effective way to transmit ideas.</b>	<b>How are communication systems used to relay an idea.</b>	<b>Project based assessments</b>	<b>Teacher Demonstration and hands-on experience</b>
Week 7-8	<b>Interviewing</b>	<b>QUESTIONS</b>	<b>1.8.10.A.</b>	<b>Ask clear questions.</b>	<b>How does a clear question effect the response?</b>	<b>Project based assessments</b>	<b>Teacher Demonstration and hands-on experience</b>

\* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.