

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Video Production I - TV Media 1</b>	<b>Grade Level(s): 10-11</b>
<b>Department: Technology Department</b>	<b>Credits: 5</b>
<b>BOE Adoption Date: September 2014</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

In Video Production I, students will develop a strong foundation in the basic methods, principles, and tools associated with television and media production. This course will explore the role of media in our society, the structure of story-telling, elements of a production, production phases, and the various roles of those involved in the production. Students will learn how to use industry-standard software as Final Cut Pro and Adobe Premiere to help them develop engaging media products, deliver it through a variety of media outlets and devices, and critique their own work and the work of others. At the conclusion of Video Production I, students will (1) understand the history of television and cinema, (2) identify the elements and principles of art in film, television, and media, (3) identify the organizational elements of production, (4) demonstrate the fundamentals of operation for portable cameras and tripods, (5) identify and implement a variety of camera shots, perspectives, and movements used in video production, (6) able to understand how to write a storyboard and script, (7) understand three-point lighting, (8) plan, shoot, and edit PSA or Promo, (9) plan, shoot, and edit a non-fiction story for video, and (10) demonstrate understanding of what careers are available in the video and film industry.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing:**

**Course Title: Television Production I**

**Prerequisite(s): None**

<b>Unit Title:</b>	<b>Duration/ Month(s)</b>	<b>Related Standards:</b>	<b>Learning Goals:</b>	<b>Topics and Skills:</b>
<b>Unit 1: Orientation and Safety</b>	2 Class Periods/ September	<b>Primary Standards:</b> 8.1.12.D.4 8.1.12.D.5 8.2.12.A.2 9.3.12.AR.2	<ol style="list-style-type: none"><li>1. Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use.</li><li>2. Students will be able to understand and follow the procedures necessary to make the classroom and studio run smoothly.</li></ol>	<ol style="list-style-type: none"><li>1. Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area.</li><li>2. Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.</li></ol>
<b>Unit 2: Historical Foundations of Television/Cinema</b>	6 Class Periods/ September	<b>Primary Standards:</b> 8.1.12.E.1 8.1.12.E.2 8.1.12.F.1 8.2.12.A.1 8.2.12.A.2 8.2.12.A.3 8.2.12.B.4 8.2.12.B.5 9.3.12.AR-VIS.1	<ol style="list-style-type: none"><li>1. Students will be able to understand the history of television and cinema.</li><li>2. Students will be able to identify the elements and principles of art in film, television, and media.</li><li>3. Students will be able to identify the organizational elements of production.</li></ol>	<ol style="list-style-type: none"><li>1. Research and analyze history, styles, roles, and influences of filmmakers and media.</li><li>2. Types of projects for video</li><li>3. Organizational elements of production/three stages.</li><li>4. Advancements in technology.</li><li>5. File organization and management.</li><li>6. Capture and Prepare elements for the edit.</li><li>7. Basic editing.</li></ol>
<b>Unit 3: Basic camera operation and shot composition</b>	16 Class Periods/ September- October	<b>Primary Standards:</b> 8.2.12.A.2 8.2.12.C.5 8.2.12.C.6 8.2.12.D.3 9.3.12.AR-AV.1	<ol style="list-style-type: none"><li>1. Students will be able to demonstrate the fundamentals of operation for portable cameras and tripods.</li><li>2. Students will be able to identify and implement a variety of camera shots, perspectives, and movements used in video production.</li></ol>	<ol style="list-style-type: none"><li>1. Identify shot sizes, perspectives, angles, points of view, the Rule of Thirds.</li><li>2. Setup tripod, basic camera movements, white balance, exposure, shutter speed, dolly shots, 180-degree rule, etc.</li></ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ol style="list-style-type: none"> <li>3. Students will be able to understand and identify what basic camera shots looks like and when and why it would be used in a film or video. By understanding how to use a video camera to shoot high quality, creative, and well composed shots each student will be able to make all of their videos projects more meaningful and professional.</li> <li>4. All students will be able to demonstrate a basic vocabulary associated with various camera shots and rules of composition.</li> <li>5. Students will be able to set up a dolly shot.</li> <li>6. Students will be able to understand and white balance a camera.</li> <li>7. Students will be able to understand and demonstrate the proper use of the 180-degree rule.</li> </ol>	
<b>Unit 4: Writing for the screen</b>	5 Class Periods/ October	<b>Primary Standards:</b> 8.1.12.A.1 8.1.12.A.2 8.1.12.A.5 8.1.12.B.2 8.1.12.B.3 8.1.12.B.6  <b>Interdisciplinary Standards:</b> SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5	<ol style="list-style-type: none"> <li>1. Students will be able to understand the structure of a screenplay act.</li> <li>2. Students will be able to understand and develop a story.</li> <li>3. Students will be able to understand how to format, and write, a script.</li> <li>4. Students will be able to understand the difference between a hard and soft news segment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing main characters, primary conflicts, etc. while screening film/video.</li> <li>2. Identifying Visual storytelling and elements of a 3 act structure.</li> <li>3. Creating a metaphor for the 3 act diagram.</li> <li>4. Linking elements of a story to the plot.</li> <li>5. Script formatting.</li> <li>6. Understanding the First Amendment.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		RST.11-12.7 WHST.11-12.2 WHST.11-12.6 9.2.12.C.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3		
<b>Unit 5: Pre-Production</b>	8 Class Periods/ October- November	<b>Primary Standards:</b> 8.1.12.D.1 8.1.12.D.2 8.1.12.D.3 8.1.12.D.4 8.1.12.D.5  <b>Interdisciplinary Standards:</b> SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 RST.11-12.7 WHST.11-12.2 WHST.11-12.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3	<ol style="list-style-type: none"> <li>Students will be able to understand Copyright, Fair Use, and Digital Ethics.</li> <li>Students will be able to understand how to write a storyboard and script.</li> </ol>	<ol style="list-style-type: none"> <li>Students will view/identify mashups and remixes.</li> <li>Identify Copyright, Fair Use Doctrine, Public Domain, Open Source, and Digital Ethics.</li> <li>Develop, write and draw a storyboard script.</li> </ol>
<b>Unit 6: Basic Narrative Production</b>	15 Class Periods/ November-	<b>Primary Standards:</b> 8.1.12.A.1 8.1.12.B.1	<ol style="list-style-type: none"> <li>Students will be able to understand how images are contextual.</li> </ol>	<ol style="list-style-type: none"> <li>Familiarizing the student with the idea of images being contextual in nature.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	December	8.1.12.B.3 8.1.12.B.4 8.1.12.B.6 8.1.12.B.11 8.1.12.E.1 8.1.12.E.2  <b>Interdisciplinary Standards:</b> SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 RST.11-12.7 WHST.11-12.2 WHST.11-12.6 9.2.12.C.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3	2. Students will be able to produce a video demonstrating visual wordplay. 3. Students will be able to define semiotics and understand the importance as it pertains to video production. 4. Students will be able to shoot a video using the same techniques used in early cinema. 5. Students will be able to follow production protocol as run by the First Assistant Director. 6. Students will be able to block a set. 7. Students will be able to understand how to direct a crew and actors/talent.	2. Gain an understanding that people may have different perceptions of an image. 3. Students will brainstorm conceptually individually and in groups. 4. Students will follow the process of development, pre-production, production, and post-production. 5. Video scripting and storyboarding. 6. Students will decode another artists creative process 7. Become more familiar with presentation tools and creating continuity using templates and transitions.
<b>Unit 7: Audio and Sound Editing for Film and Video</b>	4 Class Periods/ December	<b>Primary Standards:</b> 8.1.12.A.1 8.1.12.B.1 8.1.12.B.3 8.1.12.B.4 8.1.12.E.1 8.1.12.E.2 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	1. Students will be able to understand basic categories of sound. 2. Students will be able to practice being a Foley Artists. 3. Students will be able to identify different types of microphones.	1. Identify terminology. 2. Use sound effects and creating soundtracks. 3. Microphones and pickup patterns. 4. Adding and editing sound for video.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 8: Lighting for Film and Video – Commercial Promo Video</b>	12 Class Periods/ November-December	<b>Primary Standards:</b> 8.1.12.A.1 8.1.12.B.2 8.1.12.C.1 8.1.12.E.1 8.1.12.E.2 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3	<ol style="list-style-type: none"> <li>Students will be able to understand the principals, theory, and techniques in the use of lighting equipment.</li> <li>Students will be able to understand the safe use of lighting equipment.</li> <li>Students will be able to understand three-point lighting.</li> <li>Students will be able to understand what the difference is between a PSA, commercial, promo, and propaganda.</li> <li>Students will be able to research and select a topic for producing a PSA or Promo.</li> <li>Students will be able to plan, shoot, and edit PSA or Promo.</li> </ol>	<ol style="list-style-type: none"> <li>Identifying lighting instruments and how they are used.</li> <li>Identify Terminology used in lighting for film and television.</li> <li>Students will practice and discover the use of intensity and falloff, color temperature, and lighting control using gels, scrims, and flags.</li> <li>Students will write a script and storyboard for a PSA or Promo.</li> <li>Students will understand persuasion and the “Call to Action”, as well as sales and advertising in television.</li> <li>Students will shoot and edit a PSA or Promo.</li> </ol>
<b>Unit 9: Basic Video and Titles/Graphics</b>	10 days/ December-January	<b>Primary Standards:</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ol style="list-style-type: none"> <li>Students will be able to identify title styles and their uses.</li> <li>Students will be able to understand key vocabulary and terms of in graphics and titles.</li> <li>Students will be able to understand the artistic composition involved in making a title credits trailer.</li> <li>Students will be able to understand the importance of mood, tone, and audio in a title credits trailer.</li> <li>Students will be able to create their own title credits <b>trailer</b>.</li> <li>Students will be able to create video titles that reflect an understanding of basic video aesthetics and use of color, fonts, and layout.</li> </ol>	<ol style="list-style-type: none"> <li>Students will research graphic use in the video industry and explain good use of graphics in video. Composition, color, size, font, graphic animation.</li> <li>Students will demonstrate techniques of graphic use using Final Cut Pro software.</li> <li>Students will use Final Cut Pro effects to demonstrate transitions between video clips and video filters to clips.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>7. Students will be able to edit video titles in a manner consistent with basic video editing skills.</li> <li>8. Students will be able to properly capture the images.</li> <li>9. Students will be able to see and begin to edit their title credits video.</li> </ul>	
<b>Unit 10: Art Direction and Production Design</b>	3 Class Periods/ January	<b>Primary Standards Addressed:</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-PRF.7	<ul style="list-style-type: none"> <li>1. Students will be able to understand the elements of art direction and design.</li> <li>2. Students will be able to understand how set design, props, make-up, wardrobe, and use of color contribute to the concept of the Visual Storyteller.</li> </ul>	<ul style="list-style-type: none"> <li>1. Evaluate and critique -camera angles and film production</li> <li>2. Identify Art elements and principles of design.</li> <li>3. Students will begin a weekly critique of television show and films they see.</li> </ul>
<b>Unit 11: Distracted Driving Video Project</b>	10 days/ February	<b>Primary Standards Addressed:</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-PRF.7	<ul style="list-style-type: none"> <li>1. Students will be able to produce a video that shows the dangers of distracted driving.</li> <li>2. Students will be able to brainstorm for creative ways to use of video that can influence their peers.</li> <li>3. Students will enter their video into a contest and attend an event where the videos are premiered.</li> </ul>	<ul style="list-style-type: none"> <li>1. Reviewing rules and guidelines to a local video contest.</li> <li>2. Brainstorming for creative ideas.</li> <li>3. Plan, shoot, and edit distracted driving video.</li> </ul>
<b>12: Single Camera Shoots and DSLR</b>	7 days/ March	<b>Primary Standards Addressed:</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1	<ul style="list-style-type: none"> <li>1. Students will be able to demonstrate understanding that standard video cameras and Digital Single Lens Reflect (DSLR) cameras have different features and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will list features of DSLRs and standard video cameras.</li> <li>2. Editing video shot from a DSLR camera.</li> <li>3. List and compare the advantages and disadvantages of DSLR video</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	2. Students will be able to demonstrate understanding on how videos are shot using a DSLR camera. (TV Media 2 technique)	production vs. video camera production.
<b>Unit 14 13: Multicamera Studio &amp; Live Production</b>	7 days/ April	<b>Primary Standards Addressed:</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR-PRF.8 9.3.12.AR-VIS.2	1. Students will be able to demonstrate understanding of the differences between single camera and multicamera productions. 2. Students will be able to demonstrate understanding on how choice of shots and camera can influence the message. 3. Students will be able to demonstrate understanding of how communication between the director, cameras, talent, and crew is achieved. 4. Students will be able to identify and name the parts of a studio camera.	1. Students will write a script and storyboard for a multicamera shoot. 2. Basic three camera setups. 3. Understanding vocabulary of the camera parts and studio camera operation. 4. Studio camera operation skills and techniques.
<b>14: Editing and Final Cut Pro X</b>	10 days/ April-May	<b>Primary Standards Addressed:</b> 8.1.12.B.2 8.2.12.D.3 9.3.12.AR-TEL.1 9.3.12.AR-AV.2	1. Students will be able to demonstrate understanding of the basics of Final Cut Pro X editing software. 2. Students will be able to demonstrate understanding of performing beginner to intermediate editing commands and techniques. 3. Students will be able to demonstrate understanding of what editing skills are required to	1. Guided editing using textbook on editing. 2. Beginner to intermediate editing skills. 3. Multicam editing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			become certified on Final Cut Pro X editing software.	
<b>Unit 15: Music Video Project</b>	15 days/ May-June	<b>Primary Standards Addressed:</b> 8.1.12.B.2 8.2.12.D.3 9.3.12.AR-TEL.1 9.3.12.AR-PRF.8 9.3.12.AR-VIS.2 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate understanding of what makes a professional and entertaining music video.</li> <li>2. Students will be able to research and select music to be used for producing a music video</li> <li>3. Students will be able to plan, shoot, and edit a music video.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will write a script and storyboard for a music video.</li> <li>2. Students will apply all techniques learned for an effective music video: Producing, directing, script writing, camera composition, quality sound, editing.</li> <li>3. Students will shoot to the script and edit the music video.</li> </ol>
<b>Unit 16: Working in Television/Careers</b>	2 days/ June	<b>Primary Standards Addressed:</b> 9.3.12.AR-JB.1 9.3.12.AR-PRF.1	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate understanding of what careers are available in the video and film industry.</li> <li>2. Students will be able demonstrate understanding to determine what role might best suit them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will research various roles in the film and video industry.</li> <li>2. Students will research what responsibilities each role comes with.</li> </ol>

<b>Unit 1: Orientation and Safety</b>	<b>Recommended Duration: 2 Days</b>
<p><b>Unit Description:</b>  This unit is designed to guide students in understanding the classroom rules and policies and the safety guidelines of equipment use. Students will understand and be able to follow the procedures necessary to make the classroom and studio run smoothly. It seeks to guide students in how to conduct themselves in the classroom and around the equipment. Basic terms and vocabulary will be taught in context throughout the unit. The unit culminates with a personal commitment to follow the rules and procedures.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>How would the classroom be run without rules and operating guidelines? Would the classroom be safe without good safety plans and procedures?  If not properly cared for, would the equipment used in the classroom be effective tools for learning new skills and techniques?</p>	<p>A safe and efficient classroom environment fosters learning.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  8.1.12.D.4  8.1.12.D.5  8.2.12.A.2  9.3.12.AR.2</p>	<ul style="list-style-type: none"> <li>Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use.</li> <li>Students will be able to understand and follow the procedures necessary to make the classroom and studio run smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area.</li> <li>Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
<p>Questioning  Discussion  Exit Slips  Individual Whiteboards</p>	<p>Multiple Choice Test</p>		<p>Students will fill out index cards to assess their interest in this career cluster.</p>

**Possible Assessment Modifications/Accommodations:**

Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

**Instructional Strategies:**

- Show and tell demonstration of what is expected.
- Sharing prior knowledge
- Pre-teaching vocabulary
- Chunking
- Pause and Review

**Possible Instructional Modifications /Accommodations/Differentiation:**

Cooperative Learning/flexible grouping

**Unit Vocabulary:**

Classroom Rules and Expectations will be reviewed.

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Demonstration and introduction of various pieces of video equipment.	<u>    </u> Global Awareness <u>    </u> Civic Literacy <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation <u>  X  </u> Media Literacy <u>  X  </u> Critical Thinking and Problem Solving <u>  X  </u> Life and Career Skills <u>  X  </u> Information & Communication Technologies Literacy <u>  X  </u> Communication & Collaboration <u>  X  </u> Information Literacy

**Resources:**

**Texts/Materials:**

Teacher syllabus.

**Major Assignments (required):**

Students will fill out index cards to assess their interest in this career cluster.

**Major Activities (required):**

Students will sign a responsibility sheet indicating they will take care of equipment and follow rules and procedures of the classroom.

<b>Unit 2: Historical Foundations of Television/Cinema</b>	<b>Recommended Duration: 6 Days</b>
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<p><b>Unit Description:</b> Students learn about and identify the elements and principles of art in film, television, and media. They research and analyze history, styles, roles, and influences of various filmmakers and media.</p>
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<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What influences do early film styles have on today’s film/media? What advances have been made in technology since the early days of film? Are there any positive or negative impacts from cinema on your generation?</p>	<p>Styles and roles in in early film has helped to shape today’s cinema and media.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.E.1 8.1.12.E.2 8.1.12.F.1 8.2.12.A.1 8.2.12.A.2 8.2.12.A.3 8.2.12.B.4 8.2.12.B.5 9.3.12.AR-VIS.1</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand the history of television and cinema.</li> <li>• Students will be able to identify the elements and principles of art in film, television, and media.</li> <li>• Students will be able to identify the organizational elements of production.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will show their understanding of history of the motion picture including early mechanisms, pre-conditions of the motion picture, and the early studio system by researching and illustrating early representations of mechanisms used in early cinema.</li> <li>• Students will demonstrate their understanding of the process of researching and saving visual representations of key historical events and mechanisms by utilizing computer file organization methods.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
<p>Questioning Discussion Exit Slips Individual Whiteboards Observation</p>	<p>Projects</p>	<p>Slideshow Production</p>	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Lecture and Demonstration</li> <li>• Research and Saving Visuals</li> <li>• File Organization and Management</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Show and tell demonstration of what is expected.
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Pause and Review

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Number and sequence steps in tasks.  
 Provide model of finished product.

**Unit Vocabulary:**  
**Essential/Non-Essential:** dioramas, stereoscopes, lantern slides, Phenakistoscope, Zoetrope, shutter, exposure, photographs, aperture, Kinetoscope, Bioscop, short travelogues, Nickelodeon, production, distribution, exhibition.

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs.	<u>    </u> Global Awareness  <u>    </u> Civic Literacy  <u>    </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
			Technologies Literacy <u>  X  </u> Communication & Collaboration <u>  X  </u> Information Literacy

Resources:
<p><b>Texts/Materials:</b> Teacher syllabus. Video demonstrations of Phenakistoscope, Zoetrope,</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• Slideshow Project</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Lecture and Demonstration</li> <li>• Research and Saving Visuals</li> <li>• File Organization and Management</li> </ul>

<b>Unit 3: Basic Camera Operation &amp; Shot Composition</b>	<b>Recommended Duration: 16 Days</b>
<b>Unit Description:</b> Students are trained to demonstrate the basic fundamentals of camera setup and operation. Students Will learn to identify and implement a variety of camera shots, perspectives, and movements for video production.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What skills and techniques are necessary to produce creative videos of high quality? What technology is needed to produce creative videos of high quality? What terminology is used in the film and video industry to demonstrate career readiness?	There are essential skills and techniques needed to produce high quality creative videos in the film/video industry.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.2.12.A.2 8.2.12.C.5 8.2.12.C.6 8.2.12.D.3 9.3.12.AR-AV.1	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate the fundamentals of operation for portable cameras and tripods.</li> <li>• Students will be able to identify and implement a variety of camera shots, perspectives, and movements used in video production.</li> <li>• Students will be able to understand and identify what basic camera shots looks like and when and why it would be used in a film or video. By understanding how to use a video camera to shoot high quality, creative, and well composed shots each student will be able to make all of their videos projects more meaningful and professional.</li> <li>• All students will be able to demonstrate a basic vocabulary associated with various camera shots and rules of composition.</li> </ul>	<ul style="list-style-type: none"> <li>• The objective for this unit is for all students to see and understand basic camera shots and angles along with various common framing heights.</li> <li>• Students will demonstrate their understanding of camera movements, setup and operation by using the camera on simple shooting session. Students will show understanding of basic artistic composition and camera work.</li> <li>• Students will demonstrate understanding by their ability to produce videos utilizing a combination of specific camera shots, perspectives and movement to help tell a visual story.</li> <li>• Students will demonstrate understanding by showing their skill of setting up a dolly shot.</li> <li>• Students will demonstrate understanding of white balance by producing a short video.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> <li>• Students will be able to set up a dolly shot.</li> <li>• Students will be able to understand and white balance a camera.</li> <li>• Students will be able to understand and demonstrate the proper use of the 180 degree rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate understanding of the 180-degree rule by producing a short dialogue video.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Questioning Discussion Exit Slips Student Presentations Observation Peer Critique Writing Samples Quiz	Written analysis Projects Demonstrations Group Projects	Demonstration of shot composition, Dolly shot, 180-degree rule.	<ul style="list-style-type: none"> <li>• Camera Shots and Angles</li> <li>• 14 Shots</li> <li>• Basic Camera Movement &amp; Perspective</li> <li>• The Dolly Shot</li> <li>• White Balance</li> <li>• 180-degree rule</li> <li>• 50 Shots</li> </ul>

Possible Assessment Modifications/Accommodations:
Extra Time Given

Instructional Strategies:
<ul style="list-style-type: none"> <li>• Show and tell demonstration of what is expected.</li> <li>• Sharing prior knowledge</li> <li>• Pre-teaching vocabulary</li> <li>• Chunking</li> <li>• Pause and Review</li> </ul>

**Possible Instructional Modifications /Accommodations/Differentiation:**

Allowing extra time as needed.  
 Provide written and verbal directions.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential:** 180-degree rule, pan, tilt, dolly, white-balance, tripod, F-stop, shutter speed, aspect ratio, depth of field, points-of-view, telephoto  
**Non-Essential:** focus and zoom

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>    </u> Global Awareness  <u>    </u> Civic Literacy  <u>    </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication Technologies Literacy  <u>  X  </u> Communication & Collaboration  <u>  X  </u> Information Literacy

**Resources:****Texts/Materials:**

Demonstration videos, Television Production Text, Power Points, Handouts

**Major Assignments (required)**

- Short video projects

**Major Activities (required):**

- Camera Shots and Angles
- 14 Shots
- Basic Camera Movement & Perspective
- The Dolly Shot
- White Balance
- 180-degree rule
- 50 Shots

<b>Unit 4: Writing for the Screen</b>	<b>Recommended Duration: 5 Days</b>
<b>Unit Description:</b> Students are instructed in the principals of story, plot, and character development. They are trained in the fundamentals of screenwriting, in both screenplay and A/V format.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What elements are necessary for making a good story for the screen? What technical formatting is used for screenwriting?	There are many elements that make a good story and there are essential parts to putting the screenplay together.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.A.1 8.1.12.A.2 8.1.12.A.5 8.1.12.B.2 8.1.12.B.3 8.1.12.B.6	<ul style="list-style-type: none"> <li>• Students will be able to understand the structure of a screenplay act.</li> <li>• Students will be able to understand and develop a story.</li> <li>• Students will be able to understand how to format, and write, a script.</li> <li>• Students will be able to understand the difference between a hard and soft news segment.</li> <li>• Students will be able to understand what the First Amendment protections are and about reporter's responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The objective for this unit is for all students to know the fundamental elements and to demonstrate and apply it in their writing.</li> <li>• After following the lesson plans in this unit, students will be able to demonstrate their understanding by formatting their own script.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Exit Slips Observation Peer Critique	Written assignment	Written assignment	<ul style="list-style-type: none"> <li>• The Three Act Structure</li> <li>• Narrative Script Formatting</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Writing Samples Demonstrations Quizzes			

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

- Instructional Strategies:**
- Show and tell demonstration of what is expected.
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Pause and Review

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Provide written and verbal directions.  
 Provide model of finished product.

**Unit Vocabulary:**  
**Essential:** script, screenplay, 3 Act structure, plot, character, theme, décor, exposition, rising action, turning point, falling action, resolution

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<b>Literacy:</b> SL.11-12.1 SL.11-12.2	Technology: Computer, internet and use of various software programs. Video	___ Global Awareness	<u> X </u> Creativity & Innovation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
SL.11-12.3 SL.11-12.4 SL.11-12.5 RST.11-12.7 WHST.11-12.2 WHST.11-12.6 <b>21<sup>st</sup> Century Life and Careers:</b> 9.2.12.C.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3	equipment, ie. camera	___ Civic Literacy  ___X___ Financial, Economic, Business, & Entrepreneurial Literacy  ___ Health Literacy	<u>X</u> Media Literacy  <u>X</u> Critical Thinking and Problem Solving  <u>X</u> Life and Career Skills  <u>X</u> Information & Communication Technologies Literacy  <u>X</u> Communication & Collaboration  <u>X</u> Information Literacy

<b>Resources:</b>
<p><b>Texts/Materials:</b>            Demonstration videos, Television Production Text, Power Points, Handouts</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• Writing scripts</li> <li>• <b>Major Activities (required):</b></li> <li>• The Three Act Structure</li> <li>• Narrative Script Formatting</li> </ul>

<b>Unit 5: Pre-Production</b>	<b>Recommended Duration: 8 Days</b>
<b>Unit Description:</b> Students are instructed in the processes of Pre-Production planning from script to set. They also learn about specific responsibilities of various crew positions in the production, camera, sound, grip, electric, and art departments. Copyright law, Fair Use, and open source, as it applies to the creation of video, film, and media projects are also explored.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What elements are necessary for making a good story for the screen? What technical formatting is used for screenwriting? What laws and rules are important to know about when creating a video? What responsibilities are there for the many crew positions in video pre-production?	Creating a video in pre-production requires knowledge of certain rules and laws, as well knowledge of screenplay formatting and storyboarding.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.2 8.1.12.D.3 8.1.12.D.4 8.1.12.D.5	<ul style="list-style-type: none"> <li>Students will be able to understand Copyright, Fair Use, and Digital Ethics.</li> <li>Students will be able to understand how to write a storyboard and script.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the lesson in the unit the students will be able to explain certain rules such as copyright, fair use, and digital ethics.</li> <li>By completing the activities in this unit students will have the ability to draw a storyboard and script.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Surveys Discussion Quizzes Exit Slips	Written assignments Short video projects	Written assignment Video projects	<ul style="list-style-type: none"> <li>Mashing up and remixing.</li> <li>Copyright, Fair Use Doctrine, Public Domain, Open Source, and Digital Ethics</li> </ul>

Relevant Standards:		Learning Goals:	Learning Objectives:
Projects Observation Peer Critique Writing Samples Demonstrations			<ul style="list-style-type: none"> <li>Storyboarding, research and editing</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audio visually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

**Instructional Strategies:**

- Lectures
- Sharing prior knowledge
- Pre-teaching vocabulary
- Chunking
- Pause and Review

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Provide written and verbal directions.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential/Non-Essential:** royalty, intellectual property, mashup, originality, producer, fair use, release, invasion of privacy, copyright, producer, derivative work, open source, public domain, digital ethics, long shot, medium shot, close-up, extreme close-up, extreme long shot, medium close-up, pan, storyboard, tilt, wide angle pan, zoom.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p><b>Literacy:</b>  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  RST.11-12.7  WHST.11-12.2  WHST.11-12.6</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>  9.3.12.AR-AV.1  9.3.12.AR-AV.2  9.3.12.AR-AV.3  9.3.12.AR-AV.4  9.3.12.AR-JB.2  9.3.12.AR-JB.3</p>	<p>Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Resources:
<p><b>Texts/Materials:</b>  Demonstration videos, Television Production Text, Power Points, Handouts</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• Writing scripts and storyboards</li> <li>• Short videos</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• The Three Act Structure</li> <li>• Narrative Script Formatting</li> <li>• Mashing up and remixing.</li> <li>• Copyright, Fair Use Doctrine, Public Domain, Open Source, and Digital Ethics</li> <li>• Storyboarding, research and editing</li> </ul>

<b>Unit 6: Basic Narrative Production</b>	<b>Recommended Duration: 15 Days</b>
<b>Unit Description:</b> Students have hands-on training in the creation of a short narrative project, without the use of sync-sound. Students are instructed in the standard on-set production protocol as run by the First Assistant Director.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How can we convey context by using visual images? How does a production crew work together to complete a film or video? How do early film techniques contribute to modern cinema and production?	Narrative productions are created using visual images and by following a standard production protocol.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.A.1 8.1.12.B.1 8.1.12.B.3 8.1.12.B.4 8.1.12.B.6 8.1.12.B.11 8.1.12.E.1 8.1.12.E.2	<ul style="list-style-type: none"> <li>• Students will be able to understand how images are contextual.</li> <li>• Students will be able to produce a video demonstrating visual wordplay.</li> <li>• Students will be able to define semiotics and understand the importance as it pertains to video production.</li> <li>• Students will be able to shoot a video using the same techniques used in early cinema.</li> <li>• Students will be able to follow production protocol as run by the First Assistant Director.</li> <li>• Students will be able to light and block a set.</li> <li>• Students will be able to understand how to direct a crew and actors/talent.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing the unit the students will be able to describe the context of an image.</li> <li>• By completing the activities in this unit students will be able to produce a video that demonstrates video wordplay.</li> <li>• By completing the lessons in this unit students will be able to identify early film techniques.</li> <li>• By completing the activities in this unit students will be able to produce a video by following a script developed by another group of students.</li> <li>• By completing the lessons in this unit students will understand what responsibilities and role each person plays in a production.</li> <li>• Upon completion of the unit, students understand what directors do on a production.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Questioning Surveys Discussion Demonstrations Exit Slips Projects Observation Student Feedback Writing Samples Journals	Written critique Short video projects	Written assignment Video projects	<ul style="list-style-type: none"> <li>• Familiarizing the student with the idea of images being contextual in nature.</li> <li>• Gain an understanding that people may have different perceptions of an image.</li> <li>• Students will brainstorm conceptually individually and in groups.</li> <li>• Students will follow the process of development, pre-production, production, and post-production.</li> <li>• Video scripting and storyboarding.</li> <li>• Students will decode another artist's creative process.</li> <li>• Become more familiar with presentation tools and creating continuity using templates and transitions.</li> <li>• Three point lighting and blocking a set.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Pre-teaching vocabulary

- Chunking
- Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**

Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential/Non-Essential:** semiotics, metaphor, simile, irony, continuity, discontinuity, block, light, rehearse, tweak, shoot, shot list, prop list, angle, cinematography, continuity editing, establishing shot, focus, framing, shot, shot scale, transition, treatment.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p><b>Literacy:</b>            SL.11-12.1            SL.11-12.2            SL.11-12.3            SL.11-12.4            SL.11-12.5            RST.11-12.7            WHST.11-12.2            WHST.11-12.6</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>            9.2.12.C.6            9.3.12.AR-AV.1            9.3.12.AR-AV.2            9.3.12.AR-AV.3            9.3.12.AR-AV.4            9.3.12.AR-JB.2            9.3.12.AR-JB.3</p>	<p>Technology: Yes            Computer, internet and use of various software programs.            Video equipment, ie. video camera</p>	<p>___ Global Awareness            ___ Civic Literacy  <u>X</u> Financial, Economic, Business, &amp; Entrepreneurial Literacy            ___ Health Literacy</p>	<p><u>X</u> Creativity &amp; Innovation  <u>X</u> Media Literacy  <u>X</u> Critical Thinking and Problem Solving  <u>X</u> Life and Career Skills  <u>X</u> Information &amp; Communication Technologies Literacy  <u>X</u> Communication &amp; Collaboration  <u>X</u> Information Literacy</p>

**Resources:****Texts/Materials:**

Demonstration videos, Television Production Text, Power Points, Handouts

**Major Assignments (required)**

- Writing scripts and storyboards
- Short videos

**Major Activities (required):**

- Analyzing images.
- Brainstorming individually and in groups.
- Video scripting and storyboarding.
- Students will decode another artist's creative process.
- Using presentation tools and creating continuity using templates and transitions.
- Three point lighting and blocking a set.
- Directing talent

<b>Unit: 7 and Audio for Film and Video</b>	<b>Recommended Duration: 4 Days</b>
<b>Unit Description:</b> Students are trained in and demonstrate the basic fundamentals of on-set production audio recording, as well as in-studio voice-over recording, using a variety of microphones, within various recording conditions.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What part does sound play in in-studio video production? What kinds of sound equipment are available when recording sound is necessary? Where does post-production sound come from?	When creating a quality film or video production, knowledge of sound equipment and quality sound production skills is necessary.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.A.1 8.1.12.B.1 8.1.12.B.3 8.1.12.B.4 8.1.12.E.1 8.1.12.E.2 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ul style="list-style-type: none"> <li>Students will be able to understand basic categories of sound.</li> <li>Students will be able to practice being a Foley Artists.</li> <li>Students will be able to identify different types of microphones.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the unit students will be able to create and identify different sound effects.</li> <li>By completing the activities in this unit students will be able to understand what a Foley Artist does.</li> <li>By completing the lessons in this unit students will be able to identify and select the proper microphones and recording equipment to capture quality sound for film and video.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Demonstrations Exit Slips	Short audio/video projects	Audio/Video projects	<ul style="list-style-type: none"> <li>Identify terminology.</li> <li>Using sound effects and creating soundtracks.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Projects Observation Student Feedback Quizzes			<ul style="list-style-type: none"> <li>• Microphones and pickup patterns.</li> <li>• Adding and editing sound for video.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential:** loudness, pitch, timbre, rhythm, space, ambience, attack, decay, foley, microphones, phantom power, room tone, sustain, sweeten, THX, walla, dialogue, voice-over, sound effects, music, pick-up pattern, cardioid mic, directional mic, omni-directional mic, super-cardioid mic, lavalier mic, wireless mic, boom mic, parabolic mic, mic flag, wind shield

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>    </u> Global Awareness  <u>    </u> Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication Technologies Literacy  <u>  X  </u> Communication & Collaboration  <u>  X  </u> Information Literacy

**Resources:**

**Texts/Materials:**  
 Demonstration videos, Television Production Text, Power Points, Handouts

**Major Assignments (required)**

- Writing scripts and storyboards
- Short audio for video projects

**Major Activities (required):**

- Identify terminology.
- Using sound effects and creating soundtracks.
- Identifying sound equipment, microphones and pickup patterns.
- Adding and editing sound for video.

<b>Unit 8: Lighting for Film and Video – Commercial Promo Video</b>	<b>Recommended Duration: 12 Days</b>
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**Unit Description:**  
 Students will learn the principals, theory and techniques in the use of Grip and Electric equipment to achieve the creative and practical execution of lighting for Film & Broadcast, both on the field and in the studio. Students are introduced to the conventions and styles of commercial, public service announcement (PSA) and promotional videos.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What lighting equipment is needed for video production?          What techniques are used for lighting on location or in a studio setting?          How can light be manipulated to achieve certain effects and looks?          How do commercials, PSAs, and promos differ?          What is the difference between propaganda and information?          What makes a good television commercial?</p>	<p>When creating a quality film or video production, knowledge of lighting equipment and the skills to operate it can have a profound effect on the look of the final product.          Video production plays a part in delivering many types of messages on television and video screens, and each message has a different purpose.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Content Standards:</b>  <b>Power (Primary):</b>          8.1.12.A.1          8.1.12.B.2          8.1.12.C.1          8.1.12.E.1          8.1.12.E.2          9.3.12.AR-AV.1          9.3.12.AR-AV.2          9.3.12.AR-AV.3          9.3.12.AR-AV.4          9.3.12.AR-JB.2          9.3.12.AR-JB.3</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand the principals, theory, and techniques in the use of lighting equipment.</li> <li>• Students will be able to understand the safe use of lighting equipment.</li> <li>• Students will be able to understand three-point lighting.</li> <li>• Students will be able to understand what the difference is between a PSA, commercial, promo, and propaganda.</li> <li>• Students will be able to research and select a topic for producing a PSA or Promo.</li> <li>• Students will be able to plan, shoot, and edit PSA or Promo.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing the unit students will be able light a set, including a three and four point lighting scenario.</li> <li>• By completing the activities in this unit students will be able to operate lighting equipment safely.</li> <li>• By completing the lessons in this unit students will be able to understand how the use of lighting affects mood, look, and design of a set.</li> <li>• After completing the unit students will be able recognize and list the differences between a commercial, PSA, or promo message.</li> <li>• By completing the activities in this unit students will be able to produce a PSA</li> <li>• By completing the lessons in this unit students will be able to understand what influences people to act on a particular message.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Questioning Journals Discussion Demonstrations Exit Slips Projects Observation Student Feedback Quizzes	Demonstration Video Project	Demonstration Video Project	<ul style="list-style-type: none"> <li>• Lighting instruments and how they are used.</li> <li>• Terminology used in lighting for film and television.</li> <li>• Students will practice and discover the use of intensity and falloff, color temperature, and lighting control using gels, scrims, and flags.</li> <li>• Students will write a script and storyboard for a PSA or Promo.</li> <li>• Students will understand persuasion and the “Call to Action”, as well as sales and advertising in television.</li> <li>• Students will shoot and edit a PSA or Promo.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**

Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential:** key light, fill light, back light, 3 point lighting, 4 point lighting, fall off, intensity light, hard light, soft light, diffused light, propaganda, commercial, PSA, persuasion, call to action, influence

Interdisciplinary (Applicable Standards):	Connections	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Visual and Performing Arts: <u>  </u> X <u>  </u>  21 <sup>st</sup> Century Life and Careers: <u>  </u> X <u>  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>  </u> Global Awareness  <u>  </u> Civic Literacy  <u>  </u> X <u>  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>  </u> Health Literacy	<u>  </u> X <u>  </u> Creativity & Innovation  <u>  </u> X <u>  </u> Media Literacy  <u>  </u> X <u>  </u> Critical Thinking and Problem Solving  <u>  </u> X <u>  </u> Life and Career Skills  <u>  </u> X <u>  </u> Information & Communication Technologies Literacy  <u>  </u> X <u>  </u> Communication & Collaboration  <u>  </u> X <u>  </u> Information Literacy	

**Resources:****Texts/Materials:**

Demonstration videos, Television Production Text, Power Points, Handouts

**Major Assignments (required)**

- Lighting sets and scenes
- Lighting effects
- PSA or Promo Video Project

**Major Activities (required):**

- Students will write a script and storyboard for a PSA or Promo.
- Students will understand persuasion and the “Call to Action”, as well as sales and advertising in television. Students will shoot and edit a PSA or Promo.
- Lighting instruments and how they are used.
- Terminology used in lighting for film and television.
- Students will practice and discover the use of intensity and falloff, color temperature, and lighting control using gels, scrims, and flags.
- Setting up and handling lights safety.

<b>Unit 9: Basic Video and Sound Editing</b>	<b>Recommended Duration: 10 Days</b>
<b>Unit Description:</b> Students are instructed in the basic principles of non-linear digital video editing. Skills learned can apply to most non-linear editing software.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How is video content edited? How does Final Cut Pro X non-linear digital editing work? What makes a good video editor?	Video editing is an essential process in producing any video project.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ul style="list-style-type: none"> <li>• Students will be able to identify why trailers are used today and a historical background of movie trailers.</li> <li>• Students will be able to understand key vocabulary and terms of film language.</li> <li>• Students will be able to understand the artistic composition involved in making a trailer.</li> <li>• Students will be able to understand the importance of mood, tone, and audio in a trailer.</li> <li>• Students will be able to create their own trailer.</li> <li>• Students will be able to create video titles that reflect an understanding of basic video aesthetics and use of color, fonts, and layout.</li> <li>• Students will be able to edit video titles in a manner consistent with basic video editing skills.</li> <li>• Students will be able to properly capture the footage</li> <li>• Students will be able to see and begin to edit their footage.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing the unit students will be able to produce a movie trailer of their own.</li> <li>• By completing the activities in this unit students will be able to create titles for their videos.</li> <li>• By completing the lessons in this unit students will be able to edit using Final Cut Pro X software.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
Questioning Journals Discussion Demonstrations Exit Slips Projects Observation Homework Student Critique Quizzes	Movie Trailer Project Title Graphic Project Final Cut Quiz	Movie Trailer Project	<ul style="list-style-type: none"> <li>• Students will research graphic use in the video industry and explain good use of graphics in video. Composition, color, size, font, graphic animation.</li> <li>• Students will demonstrate techniques of graphic use using Final Cut Pro software.</li> <li>• Students will use Final Cut Pro effects to demonstrate transitions between video clips and video filters to clips.</li> <li>• Students will produce their own movie trailer.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

<b>Unit Vocabulary:</b>
<b>Essential/Non-Essential:</b> Trailer, Genre, Narrative, Location, Characters, Voice-over, Theme, Mood, Pacing, Graphics, Editing, Audio & sound fx, Spoiler, Persuasion, Conflict, Resolution

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  </u> X <u>  </u> 21 <sup>st</sup> Century Life and Careers: <u>  </u> X <u>  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>  </u> Global Awareness <u>  </u> Civic Literacy <u>  </u> X Financial, Economic, Business, & Entrepreneurial Literacy <u>  </u> Health Literacy	<u>  </u> X Creativity & Innovation <u>  </u> X Media Literacy <u>  </u> X Critical Thinking and Problem Solving <u>  </u> X Life and Career Skills <u>  </u> X Information & Communication Technologies Literacy <u>  </u> X Communication & Collaboration <u>  </u> X Information Literacy

**Resources:****Texts/Materials:**

Demonstration videos, Television Production Text, Power Points, Handouts

**Major Assignments (required)**

- PSA or Promo Video Project

**Major Activities (required):**

- Students will research graphic use in the video industry and explain good use of graphics in video.
- Students will use Final Cut Pro effects to demonstrate transitions between video clips and video filters to clips.
- Students will produce their own movie trailer.

<b>Unit 10: Art Production and Production Design</b>	<b>Recommended Duration: 3 Days</b>
<b>Unit Description:</b> Students are trained in the creative and technical fundamentals of set, prop, and costume design.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How do the principles and elements of art design contribute to film and video production? How is a story told without words? What kinds of visuals contribute to the feel of a film or video?	Visuals, along with principles of design, and elements of art can contribute to the overall look and feel of a film or video.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-PRF.7	<ul style="list-style-type: none"> <li>Students will be able to understand the elements of art direction and design.</li> <li>Students will be able to understand how set design, props, make-up, wardrobe, and use of color contribute to the concept of the Visual Storyteller.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the unit students will be able to critique a movie for its visual appeal.</li> <li>By completing the activities in this unit students will be able to see how wardrobe, props, make-up, and set design contribute to the story/film/video.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Journals Discussion Exit Slips Homework Student Critique Quizzes	Writing Samples	Writing Samples	<ul style="list-style-type: none"> <li>Looking closely at camera angles and film critique.</li> <li>Art elements and principles of design.</li> <li>Students will begin a weekly critique of television show and films students see.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Pre-teaching vocabulary
  - Chunking
  - Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**  
**Essential/Non-Essential:** angle, Cinematography, continuity, continuity editing, establishing shot, focus, framing, shot, shot scale, transition, treatment

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>    </u> Global Awareness  <u>    </u> Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
			<u>X</u> Information & Communication Technologies Literacy  <u>X</u> Communication & Collaboration  <u>X</u> Information Literacy

Resources:
<p><b>Texts/Materials:</b>            Demonstration videos, Television Production Text, Power Points, Handouts</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• PSA or Promo Video Project</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Look closely at camera angles and critique films and video.</li> <li>• Examine elements of art and principles of design in film and video.</li> <li>• Critique of television show and films students see.</li> </ul>

<b>Unit 11: Distracted Driving Video Contest</b>	<b>Recommended Duration: 10 Days</b>
<b>Unit Description:</b> Students will produce a video that focuses on distracted driving and teens. The video is part of a contest run by the county.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What kind of creative video idea can students use to influence a person to not drive distracted? What techniques can students employ to make an impactful video? How will students produce a video that addresses real life issues?	Students have the opportunity to use production skills learned so far, to not only enter a contest but to influence their peers not to drive distracted.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-PRF.7	<ul style="list-style-type: none"> <li>Students will be able to produce a video that shows the dangers of distracted driving.</li> <li>Students will be able to brainstorm for creative ideas for a video that can influence their peers.</li> <li>Students will enter their video into a contest and attend an event where the winning videos are premiered.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the unit students will have a better understanding of what skills are needed to produce a video that has a real world impact.</li> <li>By completing the project in this unit students will be able to compare their work with other producers who are competing in the contest.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Journals Discussion Homework Student Critique	Video Project	Video Project	<ul style="list-style-type: none"> <li>Reviewing rules and guidelines to a local video contest.</li> <li>Brainstorming for creative ideas.</li> <li>Plan, shoot, and edit distracted driving video.</li> </ul>

**Possible Assessment Modifications/Accommodations:**

Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric

**Instructional Strategies:**

- Lectures
- Sharing prior knowledge
- Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**

Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential/Non-Essential:** distracted driving, brainstorming

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>  X  </u> Global Awareness  ___ Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  ___ Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication Technologies Literacy

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
			<input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

Resources:
<p><b>Texts/Materials:</b> Sample videos, Handouts</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• Distracted Driving PSA Video Project</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Reviewing rules and guidelines to a local video contest.</li> <li>• Brainstorming for creative ideas.</li> <li>• Plan, shoot, and edit distracted driving video.</li> </ul>

<b>Unit 12: Documentary, News, and Reality</b>	<b>Recommended Duration: 10 Days</b>
<b>Unit Description:</b> Students are trained in the design and planning of non-fiction or "unscripted" video projects.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How does non-fiction film/video production differ from fiction? What show format can we find non-fiction film or video? Does bias play a role in today's media?	Non-fiction "unscripted" video has a completely different approach when designing and planning a project.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3	<ul style="list-style-type: none"> <li>• Students will be able to identify the parts of a non-fiction story.</li> <li>• Students will be able to use an "idea web"</li> <li>• Students will be able to write a two-column script and plan and conduct interviews for video.</li> <li>• Students will be able to plan, shoot, and edit a non-fiction story for video.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing the unit students will be able to construct a video that tells a non-fiction story by completing their own non-fiction video project.</li> <li>• By completing the project in this unit students will be able to conduct a video interview by writing a two-column script.</li> <li>• Upon completion of this unit students will be able to detect bias in the media by listing examples they see on television.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Journals Discussion Writing Samples Demonstrations Student Critique Student Presentations	Video Project	Video Project	<ul style="list-style-type: none"> <li>• Identify terms and vocabulary for non-fiction stories.</li> <li>• Interviewing others on video.</li> <li>• Plan, shoot, and edit non-fiction video.</li> <li>• Analyze non-fiction stories for bias.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Group work
  - Power points

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**  
**Essential/Non-Essential:** bias, b-roll, BEV, BG, CU, ENG, EXT, FG, FS, INT, J-Cut, L-Cut, LS, MCU, NAT, OTS, SFX, SOT, VO, VOSOT, XCU, XLS, Lead-in, Lower Third, Rule of Threes, Sound bite, Stand-up, Supers, Tag, Package

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<b>Literacy:</b> RI.11-12.7 RI.11-12.10 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 RST.11-12.7	Technology: Yes Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>X</u> Global Awareness  <u>X</u> Civic Literacy  <u>X</u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>X</u> Health Literacy	<u>X</u> Creativity & Innovation  <u>X</u> Media Literacy  <u>X</u> Critical Thinking and Problem Solving  <u>X</u> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
WHST.11-12.2 WHST.11-12.6			<u>X</u> Information & Communication Technologies Literacy  <u>X</u> Communication & Collaboration  <u>X</u> Information Literacy

**Resources:**

**Texts/Materials:**

Sample videos, Handouts, Video Production Text, Power Points

**Major Assignments (required)**

- Non-fiction Video Project

**Major Activities (required):**

- Identify terms and vocabulary for non-fiction stories.
- Interviewing others on video.
- Plan, shoot, and edit non-fiction video.
- Analyze non-fiction stories for bias.

<b>Unit 13: Single Camera Shoots and DSLR</b>	<b>Recommended Duration: 7 Days</b>
<b>Unit Description:</b> Students are trained in the design and planning of a video project shot with a single camera.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What are the techniques used for shooting a video using a single camera where it appears multiple cameras were used? What are the drawbacks or benefits of single camera shoots?	Effective film and video can be shot in many ways.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding that standard video cameras and Digital Single Lens Reflect (DSLR) cameras have different features and benefits.</li> <li>Students will be able to demonstrate understanding on how videos are shot using a single camera.</li> <li>Students will be able to demonstrate understanding on the editing process for constructing a video shot with a single camera using multiple angles.</li> </ul>	<ul style="list-style-type: none"> <li>By completing the unit the students will be able to breakdown the differences between DSLR camera video features and a standard video cameras features by listing them.</li> <li>By completing the activities in this unit students will be able to formulate a production plan for shooting a video with a single camera.</li> <li>Upon completion of this unit students will be able to construct a video using a single camera by shooting from multiple angles.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Writing Samples Demonstrations Student Critique Student Presentations Observation	Single Camera Video Project	Single Camera Video Project	<ul style="list-style-type: none"> <li>Students will list features of DSLRs and standard video cameras.</li> <li>Students will shoot an object from multiple angles.</li> <li>Editing video shot from a single camera.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

- Instructional Strategies:**
- Lectures
  - Sharing prior knowledge
  - Group work
  - Power points
  - Demonstrations

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential/Non-Essential:** b-roll, ENG, J-Cut, L-Cut, NAT, OTS, SFX, SOT, VO, VOSOT, XCU, XLS, Lead-in, Lower Third, Stand-up, Supers, Tag, Package

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>  </u> Global Awareness  <u>  </u> Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>  </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
			<u>X</u> Information & Communication Technologies Literacy  <u>X</u> Communication & Collaboration  <u>X</u> Information Literacy

Resources:
<p><b>Texts/Materials:</b> Sample videos, Handouts, Video Production Text</p> <p><b>Major Assignments (required)</b></p> <ul style="list-style-type: none"> <li>• Single Camera Video Project</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Students will list features of DSLRs and standard video cameras.</li> <li>• Students will shoot an object from multiple angles.</li> <li>• Editing video shot from a single camera.</li> </ul>

<b>Unit 14: Multicamera Studio and Live Production</b>	<b>Recommended Duration: 7 Days</b>
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<b>Unit Description:</b> Students are trained in the principals of multi-camera shooting, for studio and in the field.
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<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What kinds of programs are shot using multiple cameras? What are the drawbacks or benefits of multi-camera shoots? What are the different crew positions associated with a multi-camera production?	Effective film and video can be shot with one camera or multiple cameras.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.D.1 8.1.12.D.5 8.2.12.C.7 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR-PRF.8 9.3.12.AR-VIS.2	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of the differences between single camera and multicamera productions.</li> <li>Students will be able to demonstrate understanding on how choice of shots and camera can influence the message.</li> <li>Students will be able to demonstrate understanding of how communication between the director, cameras, talent, and crew is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>By completing the unit the students will be able to contrast the differences between shooting with a single camera and multiple cameras by participating in a multicam production.</li> <li>By completing the activities in this unit students will be able to predict camera choices when directing a short multi-camera scenario.</li> <li>Upon completion of this unit students will be able to give direction to other crewmembers by directing a short multi-camera scenario.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Writing Samples Demonstrations Student Presentations Observation	Multi Camera Video Project	Multi Camera Video Project	<ul style="list-style-type: none"> <li>Students will write a script and storyboard for a multicamera shoot.</li> <li>Basic three camera setups.</li> <li>Producing and Directing.</li> </ul>

<b>Possible Assessment Modifications/Accommodations:</b>
<ul style="list-style-type: none"> <li>• Provide additional time for assignments.</li> </ul>

<b>Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Sharing prior knowledge</li> <li>• Group work</li> <li>• Power points</li> <li>• Demonstrations</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>
<p>Allowing extra time as needed.          Explain learning expectations to students prior to lessons.          Provide model of finished product.</p>

<b>Unit Vocabulary:</b>
<b>Essential/Non-Essential:</b> director, camera cues

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  </u> X <u>  </u>  21 <sup>st</sup> Century Life and Careers: <u>  </u> X <u>  </u>	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera	<u>  </u> Global Awareness  <u>  </u> Civic Literacy  <u>  </u> X <u>  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>  </u> Health Literacy	<u>  </u> X <u>  </u> Creativity & Innovation  <u>  </u> X <u>  </u> Media Literacy  <u>  </u> X <u>  </u> Critical Thinking and Problem Solving  <u>  </u> X <u>  </u> Life and Career Skills  <u>  </u> X <u>  </u> Information & Communication Technologies Literacy  <u>  </u> X <u>  </u> Communication & Collaboration  <u>  </u> X <u>  </u> Information Literacy

**Resources:****Texts/Materials:**

Sample videos, Handouts, Video Production Text

**Major Assignments (required)**

- Multi Camera Video Project

**Major Activities (required):**

- Students will write a script and storyboard for a multicamera shoot.
- Basic three camera setups.
- Producing and Directing.

<b>Unit 15: Editing and Final Cut Pro X</b>	<b>Recommended Duration: 13 Days</b>
<b>Unit Description:</b> Students build on their learning of Final Cut Pro X editing, by incorporating intermediate to advanced editing techniques.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
Is editing the last step in the production process? How can editing help with storytelling? What techniques and effects are available in the Final Cut Pro X software?	A key component in the production process is post-production, which includes the editing process.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.B.2 8.2.12.D.3 9.3.12.AR-TEL.1 9.3.12.AR-AV.2	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of the basics of Final Cut Pro X editing software.</li> <li>Students will be able to demonstrate understanding of performing beginner to intermediate editing commands and techniques.</li> <li>Students will be able to demonstrate understanding of what editing skills are required to become certified on Final Cut Pro X editing software.</li> </ul>	<ul style="list-style-type: none"> <li>By completing the unit the students will be able to edit a short video by demonstrating import and export of video content.</li> <li>By completing the activities in this unit students will be able to demonstrate effects editing by adding, manipulating, and removing effects and transitions from a project,</li> <li>Upon completion of this unit students will be able to perform intermediate to advanced editing skills by demonstrating J-cut, L-cut, audio, and composite edits on the timeline.</li> <li>Upon completion of this unit students will be able to perform intermediate to advanced editing skills by demonstrating graphic building and manipulating and multicam editing.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Quizzes Demonstrations Observation Exit Tickets	Tests	Editing project	<ul style="list-style-type: none"> <li>Guided editing using textbook on editing.</li> <li>Beginner to intermediate editing skills.</li> <li>Multicam editing.</li> </ul>

**Possible Assessment Modifications/Accommodations:**  
 Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

- Instructional Strategies:**
- Lectures
  - Textbook reading
  - Sharing prior knowledge
  - Demonstrations

**Possible Instructional Modifications /Accommodations/Differentiation:**  
 Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**  
**Essential/Non-Essential:** import, export, multicam editing, graphics, lower third, injest, transitions, effects, composite, timeline

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  </u> X <u>  </u>  21 <sup>st</sup> Century Life and Careers: <u>  </u> X <u>  </u>	Technology: Computer, internet and use of various software programs.	<u>  </u> Global Awareness  <u>  </u> Civic Literacy  <u>  </u> X <u>  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>  </u> Health Literacy	<u>  </u> X <u>  </u> Creativity & Innovation  <u>  </u> X <u>  </u> Media Literacy  <u>  </u> X <u>  </u> Critical Thinking and Problem Solving  <u>  </u> X <u>  </u> Life and Career Skills  <u>  </u> X <u>  </u> Information & CommunicationTechnologies Literacy  <u>  </u> X <u>  </u> Communication & Collaboration <u>  </u> X <u>  </u> Information Literacy

**Resources:****Texts/Materials:**

Sample videos, Handouts, Final Cut Pro X textbook

**Major Assignments (required)**

- Editing project

**Major Activities (required):**

- Guided editing using textbook on editing.
- Beginner to intermediate editing skills.
- Multicam editing.

<b>Unit 16: Music Video Project</b>	<b>Recommended Duration: 15 Days</b>
<b>Unit Description:</b> Students have hands-on training in the creation of a music video project.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
How can we convey an entertaining message by combining video and music? What comes first, the music or the video? In what ways can we apply our prior learning to a music video project?	Music videos are created by combining visual images and music, each having equal importance for our entertainment.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 8.1.12.B.2 8.2.12.D.3 9.3.12.AR-TEL.1 9.3.12.AR-PRF.8 9.3.12.AR-VIS.2 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of what makes a professional and entertaining music video.</li> <li>Students will be able to research and select music to be used for producing a music video</li> <li>Students will be able to plan, shoot, and edit a music video.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the unit the students will be able to choose an idea using video that works well with music by planning a music video.</li> <li>By completing the activities in this unit students will be able to create a video that demonstrates entertainment value.</li> <li>By completing the lessons in this unit students will be able to demonstrate skills learned throughout the year, including all three steps in the production process.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Exit Slips Observation Student Feedback Writing Samples Projects	Music Video Project Script Writing/Storyboard	Music Video Project	<ul style="list-style-type: none"> <li>Students will write a script and storyboard for a music video.</li> <li>Students will apply all techniques learned for an effective music video: Producing, directing, script writing, storyboarding, camera composition, quality sound, editing.</li> <li>Students will shoot to the script and edit the music video.</li> <li>Students will follow the process of development, pre-production, production, and post-production.</li> </ul>

**Possible Assessment Modifications/Accommodations:**

Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

**Instructional Strategies:**

- Lectures
- Sharing prior knowledge
- Group work

**Possible Instructional Modifications /Accommodations/Differentiation:**

Allowing extra time as needed.  
 Explain learning expectations to students prior to lessons.  
 Provide model of finished product.

**Unit Vocabulary:**

**Essential/Non- Essential:** music video, synchronizing

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs.	<u>    </u> Global Awareness  <u>    </u> Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  <u>    </u> Health Literacy	<u>  X  </u> Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication Technologies Literacy  <u>  X  </u> Communication & Collaboration  <u>  X  </u> Information Literacy

**Resources:****Texts/Materials:**

Demonstration & sample videos, Television Production Text, Handouts

**Major Assignments (required)**

- Writing scripts and storyboards
- Music Video Project

**Major Activities (required):**

- Students will write a script and storyboard for a music video.
- Students will apply all techniques learned for an effective music video: Producing, directing, script writing, storyboarding, camera composition, quality sound, editing.
- Students will shoot to the script and edit the music video.
- Students will follow the process of development, pre-production, production, and post-production.

<b>Unit 17: Working in Television Careers</b>	<b>Recommended Duration: 2 Days</b>
<b>Unit Description:</b> Students will learn about the job market and careers in the film and television industry.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
What does the job market look like in general? What careers are available in film and video/television? What skills are necessary for obtaining an entry level job?	There are many types of opportunities in the film and television industry.

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>Content Standards:</b> <b>Power (Primary):</b> 9.3.12.AR-JB.1 9.3.12.AR-PRF.1	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of what careers are available in the video and film industry.</li> <li>Students will be able demonstrate understanding to determine what role might best suit them.</li> </ul>	<ul style="list-style-type: none"> <li>After completing the unit the students will be able to identify what careers are available in the television and film industry by researching and listing them.</li> <li>After completing the unit, students will be able to identify the skills necessary to find a job at the entry level by listing</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/Assignments/Assessments (required):</b>
Questioning Discussion Student Feedback Writing Samples	Writing Samples	Writing Samples	<ul style="list-style-type: none"> <li>Students will research various roles in the film and video industry.</li> <li>Students will research the responsibilities of each role.</li> </ul>

<b>Possible Assessment Modifications/Accommodations:</b>
Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric.

<b>Instructional Strategies:</b>
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Sharing prior knowledge</li> <li>• Writing Assignments</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation:</b>
Assessed using appropriate alternative standard to meet individual student needs, submit answers, responses, and assignments in alternative forms (e.g. electronically, orally, audiovisually recorded, or hand written), allow for extra time to complete work, change assignment or project based on ability, utilize a different grading scale, use self-assessment or create individual rubric'

<b>Unit Vocabulary:</b>
<b>Essential/Non-Essential:</b> director, producer, and other roles in the business.

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Visual and Performing Arts: <u>  X  </u>  21 <sup>st</sup> Century Life and Careers: <u>  X  </u>	Technology: Computer, internet and use of various software programs.	<u>  X  </u> Global Awareness  ___ Civic Literacy  <u>  X  </u> Financial, Economic, Business, & Entrepreneurial Literacy  ___ Health Literacy	___ Creativity & Innovation  <u>  X  </u> Media Literacy  <u>  X  </u> Critical Thinking and Problem Solving  <u>  X  </u> Life and Career Skills  <u>  X  </u> Information & Communication Technologies Literacy  <u>  X  </u> Communication & Collaboration  <u>  X  </u> Information Literacy

**Resources:****Texts/Materials:**

Television Production Text, Handouts

**Major Assignments (required)**

- Writing Assignments

**Major Activities (required):**

- Students will research various roles in the film and video industry.
- Students will research the responsibilities of each role.