

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: TV Media II</b>	<b>Grade Level(s): 10-12</b>
<b>Department: Performing Arts and Technology</b>	<b>Credits: 5</b>
<b>BOE Adoption Date: September 2014</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

In Video Production II/III, students will enhance their knowledge in the various methods of video communication. Students will expand their comprehension and utilization of the audio and video production software, Final Cut Pro, with an emphasis on fixed/studio productions. Students will use studio equipment, including television cameras, audio mixing board, lighting board, teleprompter, character generator, computer and video software. Students will be able to communicate, evaluate, and create different forms of media. The major production is the Kingsway Weekly Update. This will include the filming, editing, and reporting on school events that involve academics, sports, clubs, and performing arts, and SMART lunch. Throughout Video Production II, students will begin to create a production portfolio for future careers opportunities in Video Production.

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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 (NJSLSs) 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 Guide:**

**Course Title:**

**Prerequisite(s):**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1: Introduction &amp; Orientation to Television Production II and Review</b>	1 Week/September	<b>Primary Standards Addressed:</b> 8.2.12.A.2 8.2.12.A.1 9.3.12.AR.2	<ol style="list-style-type: none"> <li>1. Students will be able to summarize and explain the numerous tasks in each stage of production, as well as the time and manpower involved in each stage.</li> <li>2. Students will be able to understand the importance of the video release form.</li> <li>3. Students will be able to demonstrate handling and care of equipment to be used in production.</li> <li>4. Students will be able to operate equipment with skill.</li> <li>5. Students will be able to review and demonstrate different camcorder movements.</li> <li>6. Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize chronology and work associated with pre-production, production, and post-production.</li> <li>2. Student will fill out a sample Release form</li> <li>3. Identify and describe basic equipment used in video production- camera, final cut pro, scripts, and storyboards.</li> <li>4. Identify, demonstrate, and summarize the care and maintenance of equipment.</li> <li>5. Demonstrate skills learned with various equipment- camcorder movements, recording gear, editing software.</li> <li>6. Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area.</li> <li>7. Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.</li> </ol>
<b>Unit 2: Advanced Pre-Production Tech</b>	12 Weeks/ September- November	<b>Primary Standards Addressed:</b> 8.1.12.D.1 8.2.12.A.1 8.2.12.F.1 9.3.12.AR-AV.1 9.3.12.AR-JB.2 9.3.12.AR-JB.3	<ol style="list-style-type: none"> <li>1. Students will be able to understand the various production advantages and disadvantages a studio presents.</li> <li>2. Students will be able to understand the elements needed for a successfully run studio.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and list the Basic elements of studio operation: lighting, camera operation, crew responsibilities, set design, and staging.</li> <li>2. Compare the differences between studio and field production.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		9.3.12.AR-JB.4	<ol style="list-style-type: none"> <li>3. Students will understand how and why the studio is laid out and how it functions in production.</li> <li>4. Students will be able to identify and set up studio lighting to demonstrate its use.</li> <li>5. Students will understand and be able to handle studio lighting properly and with safety in mind.</li> <li>6. Students will be able to identify and demonstrate camera skills using studio cameras.</li> <li>7. Students will be able to understand and demonstrate set design and virtual sets.</li> <li>8. Students will understand what crew and personnel work in the studio and what is their job function and responsibility.</li> <li>9. Students will understand and be able to produce a news package.</li> <li>10. Students will understand and be able to design and produce a news program.</li> </ol>	<p>Portability, studio setup, equipment, outside factors.</p> <ol style="list-style-type: none"> <li>3. Evaluate and review the Three Point Lighting Scheme and set lighting techniques.</li> <li>4. Practice the Basics of studio camera operation</li> <li>5. Demonstrate the lighting of a studio set.</li> <li>6. Draw a diagram to show studio layout.</li> <li>7. Draw the studio lighting grid and identify lights and the outlets for each light.</li> <li>8. List and identify each studio crew position and their job responsibility.</li> <li>9. Shoot and edit a KDTV News intro.</li> <li>10. Create a news show and incorporate all the visual elements needed.</li> <li>11. Write a news script and news package script.</li> <li>12. Shoot and edit a news package.</li> <li>13. Operate the studio camera skillfully.</li> <li>14. Operate and read from the teleprompter.</li> </ol>
<b>Unit 3: Advanced Production Tech</b>	12 Weeks/ December-February	<b>Primary Standards Addressed:</b> 8.1.12.C.1 8.1.12.E.1 8.1.12.E.2	<ol style="list-style-type: none"> <li>1. Students will be able to understand the role of a producer and director.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will translate and use a script for directing.</li> <li>2. Students will apply directing techniques learned. Proper</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		8.2.12.A.1 8.2.12.F.1  <b>Interdisciplinary Standards Addressed:</b> SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 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 9.3.12.AR-JB.4	<ol style="list-style-type: none"> <li>2. Students will be able to understand various directing techniques.</li> <li>3. Students will be able to read a script for video production.</li> <li>4. Students will be able to direct a mock video production.</li> <li>5. Students will be able to explain the purpose and goal of a video production in the role of a producer.</li> <li>6. Students will be able to gather all necessary resources for a video production in the role of a producer.</li> <li>7. Students will be able to understand various formats of studio television shows and what makes a professional level studio TV Show.</li> <li>8. Students will be able to research and select a topic for producing a studio format production.</li> <li>9. Students will be able to plan, and shoot the studio production.</li> <li>10. Students will understand and be able to produce a How-To-Video.</li> <li>11. Students will be able to understand the operation of equipment in the control room and demonstrate how to run a professional studio.</li> </ol>	<ol style="list-style-type: none"> <li>commands, selecting and calling the shots, directing the crew, etc.</li> <li>3. Students will organize and hold crew meetings.</li> <li>4. Students will formulate and provide resources needed for a given production such as the script, music, equipment list, shot list, location survey, and studio layout.</li> <li>5. Students will create and write a full script and camera script.</li> <li>6. Students will apply all techniques learned for studio productions. Shot composition, quality sound, good location, scripting, storyboarding.</li> <li>7. Students will plan and arrange all graphics, audio and camera video resources for the studio production.</li> <li>8. Students will create, plan and produce and direct the studio production.</li> <li>9. Plan and produce a How-To-Video</li> <li>10. Identify, list, and demonstrate knowledge of the control room operations/equipment: switcher, audio board, graphics, teleprompter, etc.</li> <li>11. Students will practice Using the production switcher controls and operation.</li> <li>12. Students will conduct a mock interview format in the studio</li> </ol>



Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>12. Students will be able to understand and monitor studio production.</li> <li>13. Students will be able to understand how to integrate the studio equipment and to demonstrate this integration during actual studio production.</li> <li>14. Students will be able to understand and demonstrate the roles of each crew member in the control room.</li> <li>15. Students will be able to produce a Distracted Driving Video for the county video contest.</li> </ul>	<ul style="list-style-type: none"> <li>utilizing a: host, guest, cameras, teleprompter, and microphones.</li> <li>13. Students will examine the various roles of the control room production crew- Director, Producer, Audio Tech, Technical Director, Teleprompter Operator, Graphics Operator, &amp; Production Assistant.</li> <li>14. Students will shoot and edit a Distracted Driving Video.</li> </ul>
<b>Unit 4: Advanced Post-Production Tech</b>	9 Weeks/ March-May	<p><b>Primary Standards Addressed:</b></p> <ul style="list-style-type: none"> <li>8.1.12.B.2</li> <li>8.1.12.C.1</li> <li>8.1.12.E.1</li> <li>8.1.12.E.2</li> <li>8.2.12.A.1</li> <li>8.2.12.F.1</li> </ul> <p><b>Interdisciplinary Standards Addressed:</b></p> <ul style="list-style-type: none"> <li>SL.11-12.1</li> <li>SL.11-12.2</li> <li>SL.11-12.3</li> <li>SL.11-12.4</li> <li>SL.11-12.5</li> <li>9.3.12.AR-AV.1</li> <li>9.3.12.AR-AV.2</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will be able to edit and understand advanced editing skills such as color correction, multicam editing, image stabilization, time lapse, keyframing, etc. using the editing software.</li> <li>2. Students will be able to shoot and edit a time-lapse video.</li> <li>3. Students will identify and practice using advanced editing skills and shortcuts.</li> <li>4. Students will be able to understand and produce a Documentary Video.</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will identify video that needs to be color corrected and make corrections.</li> <li>2. Students will shoot a multicam production.</li> <li>3. Students will edit a multicam sequence.</li> <li>4. Students will identify and correct shaky images using stabilization techniques.</li> <li>5. Students will create and save a customized font.</li> <li>6. Students will create a time lapse video.</li> <li>7. Students plan and produce a Documentary Video.</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4		
<b>Unit 5: Career Skills &amp; Portfolio</b>	5 Weeks Classes/May-June	<b>Primary Standards Addressed:</b> 8.1.12.B.1 8.1.12.C.1 8.2.12.A.1 8.2.12.F.1  <b>Interdisciplinary Standards Addressed:</b> SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 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 9.3.12.AR-JB.4	<ol style="list-style-type: none"> <li>1. Students will be able to understand the purpose of a portfolio/demo reel of their work.</li> <li>2. Students will be able to produce a music video.</li> <li>3. Students will be able to produce an independent video project.</li> <li>4. Students will be able to identify and practice using advanced production skills and techniques.</li> <li>5. Students will understand the proper business practices needed in professional correspondence such as: Memo writing, Email, Letter writing etc.</li> <li>6. Students will be able to understand and be able to create a plan and schedule for their production.</li> <li>7. Students will understand the best practices for preparation and distribution of working portfolios using electronic media such as YouTube or Vimeo to present your producing experiences</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will build and maintain an online portfolio of work produced during their time in the class.</li> <li>2. Present an appropriate professional image including attire, demeanor and establish relationships.</li> <li>3. Schedule interviews with faculty members and students in appropriate locations.</li> <li>4. Coordinate all the components necessary for a video production.</li> <li>5. Students will plan, shoot and edit a music video.</li> <li>6. Students will list and identify video elements used in music videos.</li> <li>7. Students will plan, shoot and edit an independent video.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> <li>8. Students will understand how to present themselves professionally.</li> <li>9. Students will be able to understand the expectations and opportunities in the television broadcasting field.</li> <li>10. Students will be able to produce a music video.</li> <li>11. Students will be able to produce an independent video project.</li> </ul>	

<b>Unit 1: Introduction &amp; Orientation to Television Production II &amp; Review</b>	<b>Recommended Duration: 5 Days</b>
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**Unit Description:**  
 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. The unit culminates with a personal commitment to follow the rules and procedures. Students will also be given a review from TV Media 1 to ensure readiness to advance in this course.

<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?          What skills and ideas are recalled from TV Media 1?</p>	<p>Reviewing what was learned from TV Media 1 can properly prepare students for the next level.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
8.2.12.A.2 8.2.12.A.1 9.3.12.AR.2	<ul style="list-style-type: none"> <li>• Students will be able to summarize and explain the numerous tasks in each stage of production, as well as the time and manpower involved in each stage.</li> <li>• Students will be able to understand the importance of the video release form.</li> <li>• Students will be able to demonstrate handling and care of equipment to be used in production.</li> <li>• Students will be able to operate equipment with skill.</li> <li>• Students will be able to review and demonstrate different camcorder movements.</li> <li>• Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize chronology and work associated with pre-production, production, and post-production.</li> <li>• Student will fill out a sample Release form</li> <li>• Identify and describe basic equipment used in video production- camera, final cut pro, scripts, and storyboards.</li> <li>• Identify, demonstrate, and summarize the care and maintenance of equipment.</li> <li>• Demonstrate skills learned with various equipment- camcorder movements, recording gear, editing software.</li> <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>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> <li>Students will understand and be able to follow the procedures necessary to make the classroom and studio run smoothly.</li> </ul>	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards Writing Samples Self-Assessments Observation	Writing Samples Pre-Assessment	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> <li>Summarize chronology and work associated with pre-production, production, and post-production.</li> <li>Identify, demonstrate, and summarize the care and maintenance of equipment.</li> <li>Demonstrate skills learned with various equipment- camcorder movements, recording gear, editing software.</li> <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>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Additional time.</li> <li>Vary test formats.</li> <li>Provide study guides prior to tests.</li> <li>Read directions to student.</li> <li>Allow for re-dos/retakes.</li> <li>Pace long-term assignments.</li> <li>Clarify test directions.</li> <li>Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>Read test passages/articles allowed.</li> <li>Accept short answers.</li> <li>Oral testing.</li> <li>Provide word banks.</li> <li>Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>Additional time.</li> <li>Provide study guides prior to tests.</li> <li>Allow for re-dos/retakes.</li> <li>Pace long-term assignments.</li> <li>Clarify test directions.</li> </ul>	<ul style="list-style-type: none"> <li>Vary test formats.</li> <li>Use complex vocabulary.</li> </ul>

<b>Instructional Strategies:</b> <i>(List and describe.)</i>			
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Sharing prior knowledge</li> <li>• Writing Assignments</li> <li>• Chunking</li> <li>• Pause and Review</li> <li>• Demonstrations</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Allowing extra time as needed.</li> <li>• Explain learning expectations to students prior to lessons.</li> <li>• Use a checklist to help student get organized.</li> <li>• Choice Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Repeat and rephrase often.</li> <li>• Give simple instructions.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reword questions/problems in simpler language.</li> <li>• Periodic checks and updates on progress.</li> <li>• Allowing extra time as needed.</li> <li>• Concrete examples.</li> <li>• Extra visual and verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises.</li> <li>• Increased pace of learning.</li> <li>• Greater independence in study.</li> </ul>

<b>Unit Vocabulary:</b>
<p><b>Essential:</b> Video Camera, Final Cut Pro X, Pre-Production, Post-Production, Editing, Lighting, Audio, Computer, Release Form</p> <p><b>Non-Essential:</b> Maintenance and Care, Classroom Rules, Safety Guidelines</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>E/LA:</p> <p>Mathematics:</p> <p>Science:</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 checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial 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 &amp; Problem Solving</p>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies:  Technology:  Career Ready Practices:  Library:		<input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i>  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Class Syllabus, Classroom Rules, Google Classroom

<b>Unit 2: Advanced Pre-Production Tech</b>	<b>Recommended Duration: 12 Weeks</b>
<b>Unit Description:</b> Students are introduced to concepts of the production process which involve advanced pre-production and production skills and techniques.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What is a television studio?</p> <p>What equipment can we expect to find in a studio and what is its function?</p> <p>What are the advantages and disadvantages of a studio production?</p> <p>How does the production process change or differ from studio production versus field production.</p>	<p>A television/film studio is used for more than half of all productions; as a result, students should familiarize themselves with how it operates.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>8.1.12.D.1</p> <p>8.2.12.A.1</p> <p>8.2.12.F.1</p> <p>9.3.12.AR-AV.1</p> <p>9.3.12.AR-JB.2</p> <p>9.3.12.AR-JB.3</p> <p>9.3.12.AR-JB.4</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand the various production advantages and disadvantages a studio presents.</li> <li>• Students will be able to understand the elements needed for a successfully run studio.</li> <li>• Students will understand how and why the studio is laid out and how it functions in production.</li> <li>• Students will be able to identify and set up studio lighting to demonstrate its use.</li> <li>• Students will understand and be able to handle studio lighting properly and with safety in mind.</li> <li>• Students will be able to identify and demonstrate camera skills using studio cameras.</li> <li>• Students will be able to understand and demonstrate set design and virtual sets.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and list the Basic elements of studio operation: lighting, camera operation, crew responsibilities, set design, and staging.</li> <li>• Compare the differences between studio and field production. Portability, studio setup, equipment, outside factors.</li> <li>• Evaluate and review the Three Point Lighting Scheme and set lighting techniques.</li> <li>• Practice the Basics of studio camera operation</li> <li>• Demonstrate the lighting of a studio set.</li> <li>• Draw a diagram to show studio layout.</li> <li>• Draw the studio lighting grid and identify lights and the outlets for each light.</li> <li>• List and identify each studio crew position and their job responsibility.</li> <li>• Shoot and edit a KDTV News intro.</li> <li>• Create a news show and incorporate all the visual elements needed.</li> <li>• Write a news script and news package script.</li> <li>• Shoot and edit a news package.</li> </ul>



Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> <li>• Students will understand what crew and personnel work in the studio and what is their job function and responsibility.</li> <li>• Students will understand and be able to produce a news package.</li> <li>• Students will understand and be able to design and produce a news program.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate the studio camera skillfully.</li> <li>• Operate and read from the teleprompter.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards Writing Samples Observation Self-Assessments	Writing Samples Benchmark Assessments Quizzes Projects	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> <li>• Demonstrate the lighting of a studio set.</li> <li>• Draw a diagram to show studio layout.</li> <li>• Draw the studio lighting grid and identify lights and the outlets for each light.</li> <li>• List and identify each studio crew position and their job responsibility.</li> <li>• Shoot and edit a KDTV News intro.</li> <li>• Create a news show and incorporate all the visual elements needed.</li> <li>• Shoot and edit a news package.</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Vary test formats.</li> <li>• Provide study guides prior to tests.</li> <li>• Read directions to student.</li> </ul>	<ul style="list-style-type: none"> <li>• Read test passages/articles allowed.</li> <li>• Accept short answers.</li> <li>• Oral testing.</li> <li>• Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Provide study guides prior to tests.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary test formats.</li> <li>• Use complex vocabulary.</li> </ul>

<ul style="list-style-type: none"> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> <li>• Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify test directions.</li> </ul>	
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**Instructional Strategies:** *(List and describe.)*

- Lectures
- Sharing prior knowledge
- Writing Assignments
- Chunking
- Pause and Review
- Demonstrations

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Allowing extra time as needed.</li> <li>• Explain learning expectations to students prior to lessons.</li> <li>• Use a checklist to help student get organized.</li> <li>• Choice Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Repeat and rephrase often.</li> <li>• Give simple instructions.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reword questions/problems in simpler language.</li> <li>• Periodic checks and updates on progress.</li> <li>• Allowing extra time as needed.</li> <li>• Concrete examples.</li> <li>• Extra visual and verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises.</li> <li>• Increased pace of learning.</li> <li>• Greater independence in study.</li> </ul>

**Unit Vocabulary:**

**Essential:** studio, three point lighting, lighting grid/batten, control room, switcher, camera, audio board, communication panel, speakers, wireless receiver, teleprompter, camera, set, field production, news package  
**Non-Essential:** news, script

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
E/LA:  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies:  Technology:  Career Ready Practices:  Library:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	<input type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Rubric, Google Classroom

<b>Unit 3: Advanced Production Technique</b>	<b>Recommended Duration: 12 Weeks</b>
<b>Unit Description:</b> Students are introduced to concepts of the production process which involve advanced production skills and techniques. Students will learn how to produce and direct a studio production.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What responsibilities do a producer and director have?</p> <p>Why is a control room important to the success of a television show?</p> <p>What equipment is in the studio and control room and how do you operate them?</p>	<p>Key leadership roles in production are essential to a successful production.</p> <p>How the studio and control room are run are important to the overall success of production.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Primary Standards Addressed:</b></p> <p>8.1.12.C.1 8.1.12.E.1 8.1.12.E.2 8.2.12.A.1 8.2.12.F.1</p> <p><b>Interdisciplinary Standards Addressed:</b></p> <p>SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 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 role of a producer and director.</li> <li>• Students will be able to understand various directing techniques.</li> <li>• Students will be able to read a script for video production.</li> <li>• Students will be able to direct a mock video production.</li> <li>• Students will be able to explain the purpose and goal of a video production in the role of a producer.</li> <li>• Students will be able to gather all necessary resources for a video production in the role of a producer.</li> <li>• Students will be able to understand various formats of studio television shows and what makes a professional level studio TV Show.</li> <li>• Students will be able to research and select a topic for producing a studio format production.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will apply directing techniques learned. Proper commands, selecting and calling the shots, directing the crew, etc.</li> <li>• Students will formulate and provide resources needed for a given production such as the script, music, equipment list, shot list, location survey, and studio layout.</li> <li>• Students will create and write a full script and camera script.</li> <li>• Students will apply all techniques learned for studio productions. Shot composition, quality sound, good location, scripting, storyboarding.</li> <li>• Students will create, plan and produce and direct the studio production.</li> <li>• Plan and produce a How-To-Video</li> <li>• Identify, list, and demonstrate knowledge of the control room operations/equipment: switcher, audio board, graphics, teleprompter, etc.</li> <li>• Students will practice Using the production switcher controls and operation.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
9.3.12.AR-JB.4	<ul style="list-style-type: none"> <li>• Students will be able to plan, and shoot the studio production.</li> <li>• Students will be able to understand the operation of equipment in the control room and demonstrate how to run a professional studio.</li> <li>• Students will be able to understand and monitor studio production.</li> <li>• Students will be able to understand how to integrate the studio equipment and to demonstrate this integration during actual studio production.</li> <li>• Students will be able to understand and demonstrate the roles of each crew member in the control room.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will conduct a mock interview format in the studio utilizing a: host, guest, cameras, teleprompter, and microphones.</li> <li>• Students will examine the various roles of the control room production crew- Director, Producer, Audio Tech, Technical Director, Teleprompter Operator, Graphics Operator, Production Assistant.</li> <li>• Students will shoot and edit a Distracted Driving Video.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards Writing Samples Self-Assessments Observation	Writing Samples Benchmark Assessments Quizzes Projects	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> <li>• Students will apply directing techniques learned. Proper commands, selecting and calling the shots, directing the crew, etc.</li> <li>• Students will formulate and provide resources needed for a given production such as the script, music, equipment list, shot list, location survey, and studio layout.</li> <li>• Students will create and write a full script and camera script.</li> <li>• Students will create, plan and produce and direct the studio production.</li> <li>• Plan and produce a How-To-Video</li> <li>• Identify, list, and demonstrate knowledge of the control room</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<p>operations/equipment: switcher, audio board, graphics, teleprompter, etc.</p> <ul style="list-style-type: none"> <li>• Students will conduct a mock interview format in the studio utilizing a: host, guest, cameras, teleprompter, and microphones.</li> <li>• Students will examine the various roles of the control room production crew- Director, Producer, Audio Tech, Technical Director, Teleprompter Operator, Graphics Operator, Production Assistant.</li> <li>• Students will shoot and edit a Distracted Driving Video.</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Vary test formats.</li> <li>• Provide study guides prior to tests.</li> <li>• Read directions to student.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> <li>• Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Read test passages/articles allowed.</li> <li>• Accept short answers.</li> <li>• Oral testing.</li> <li>• Provide word banks.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Provide study guides prior to tests.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary test formats.</li> <li>• Use complex vocabulary.</li> </ul>

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Sharing prior knowledge</li> <li>• Writing Assignments</li> <li>• Chunking</li> </ul>

<ul style="list-style-type: none"> <li>• Pause and Review</li> <li>• Demonstrations</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to <b>ACCESS</b> the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Allowing extra time as needed.</li> <li>• Explain learning expectations to students prior to lessons.</li> <li>• Use a checklist to help student get organized.</li> <li>• Choice Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Repeat and rephrase often.</li> <li>• Give simple instructions.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reword questions/problems in simpler language.</li> <li>• Periodic checks and updates on progress.</li> <li>• Allowing extra time as needed.</li> <li>• Concrete examples.</li> <li>• Extra visual and verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises.</li> <li>• Increased pace of learning.</li> <li>• Greater independence in study.</li> </ul>

<b>Unit Vocabulary:</b> <b>Essential:</b> producer, director, interview, shot list, audio board, teleprompter, <b>Non-Essential:</b> cues, guest, host
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
E/LA:  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:  World Languages:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	<input type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
Social Studies:  Technology:  Career Ready Practices:  Library:			<input type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Rubrics, Google Classroom



<b>Unit 4: Advanced Post-Production Tech</b>	<b>Recommended Duration: 9 Weeks</b>
<b>Unit Description:</b> Students will learn to utilize and apply advanced post-production skills and techniques using editing software.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What advanced post-production skills and techniques are used to enhance and finalize video products?</p> <p>How can proper production planning help producers in the post production process?</p>	<p>There are many skills and techniques producers can utilize in post-production to enhance their videos.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Primary Standards Addressed:</b>  8.1.12.B.2  8.1.12.C.1  8.1.12.E.1  8.1.12.E.2  8.2.12.A.1  8.2.12.F.1</p> <p><b>Interdisciplinary Standards Addressed:</b>  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  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  9.3.12.AR-JB.4</p>	<ul style="list-style-type: none"> <li>• Students will be able to edit and understand advanced editing skills such as color correction, multicam editing, image stabilization, time lapse, keyframing, etc. using the editing software.</li> <li>• Students will be able to shoot and edit a time-lapse video.</li> <li>• Students will identify and practice using advanced editing skills and shortcuts.</li> <li>• Students will be able to understand and produce a Documentary Video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify video that needs to be color corrected and make corrections.</li> <li>• Students will shoot a multicam production.</li> <li>• Students will edit a multicam sequence.</li> <li>• Students will identify and correct shaky images using stabilization techniques.</li> <li>• Students will create and save a customized font.</li> <li>• Students will create a time lapse video.</li> <li>• Students plan and produce a Documentary Video.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards Writing Samples Self-Assessments Observation	Writing Samples Benchmark Assessments Quizzes Projects	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> <li>• Students will identify video that needs to be color corrected and make corrections.</li> <li>• Students will shoot and edit a multicam production.</li> <li>• Students will identify and correct shaky images using stabilization techniques.</li> <li>• Students will create and save a customized font.</li> <li>• Students will create a time lapse video.</li> <li>• Students plan and produce a Documentary Video.</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Vary test formats.</li> <li>• Provide study guides prior to tests.</li> <li>• Read directions to student.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> <li>• Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Read test passages/articles allowed.</li> <li>• Accept short answers.</li> <li>• Oral testing.</li> <li>• Provide word banks.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Provide study guides prior to tests.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary test formats.</li> <li>• Use complex vocabulary.</li> </ul>

**Instructional Strategies:** *(List and describe.)*

<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Sharing prior knowledge</li> <li>• Writing Assignments</li> </ul>
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<ul style="list-style-type: none"> <li>• Chunking</li> <li>• Pause and Review</li> <li>• Demonstrations</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Allowing extra time as needed.</li> <li>• Explain learning expectations to students prior to lessons.</li> <li>• Use a checklist to help student get organized.</li> <li>• Choice Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Repeat and rephrase often.</li> <li>• Give simple instructions.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reword questions/problems in simpler language.</li> <li>• Periodic checks and updates on progress.</li> <li>• Allowing extra time as needed.</li> <li>• Concrete examples.</li> <li>• Extra visual and verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises.</li> <li>• Increased pace of learning.</li> <li>• Greater independence in study.</li> </ul>

<b>Unit Vocabulary:</b> <b>Essential:</b> stabilization, multi-cam, font, customization, time-lapse, documentary, key-framing  <b>Non-Essential:</b>
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
E/LA:  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	<input type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Information & Communication

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
World Languages:  Social Studies:  Technology:  Career Ready Practices:  Library:			Technologies Literacy  <u>  X  </u> Communication & Collaboration  <u>  X  </u> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Rubrics, Google Classroom

<b>Unit 5: Career Skills &amp; Portfolio</b>	<b>Recommended Duration: 5 Weeks</b>
<b>Unit Description:</b> Students will be able to independently use their learning to develop career skills and a portfolio.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>What strategies and professional plan will positively impact my career in the future?</p> <p>How do I interpret and measure the effectiveness of my work?</p> <p>What is the best way for me to present my work to professionals?</p> <p>In what ways can I prepare for a potential job interview and correspond professionally and effectively with the perspective employer?</p> <p>What steps do I need to take to be successful in my career?</p> <p>What skills do I need to secure a job in the industry?</p>	<p>Students will understand that . . .</p> <p>Marketing your abilities and skills to the workplace requires a strategy and plan to highlight your work above others you are competing against.</p> <p>The presentation of your work is essential to your overall professional success in the Television Broadcast industry.</p> <p>Workplace readiness and career development leads to better opportunities.</p>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Primary Standards Addressed:</b>  8.1.12.B.1  8.1.12.C.1  8.2.12.A.1  8.2.12.F.1</p> <p><b>Interdisciplinary Standards Addressed:</b>  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand the purpose of a portfolio/demo reel of their work.</li> <li>• Students will be able to produce a music video.</li> <li>• Students will be able to produce an independent video project.</li> <li>• Students will be able to identify and practice using advanced production skills and techniques.</li> <li>• Students will understand the proper business practices needed in professional correspondence such as: Memo writing, Email, Letter writing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will build and maintain an online portfolio of work produced during their time in the class.</li> <li>• Present an appropriate professional image including attire, demeanor and establish relationships.</li> <li>• Schedule interviews with faculty members and students in appropriate locations.</li> <li>• Coordinate all the components necessary for a video production.</li> <li>• Students will plan, shoot and edit a music video.</li> <li>• Students will list and identify video elements used in music videos.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
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 9.3.12.AR-JB.4	<ul style="list-style-type: none"> <li>• Students will be able to understand and be able to create a plan and schedule for their production.</li> <li>• Students will understand the best practices for preparation and distribution of working portfolios using electronic media such as YouTube or Vimeo to present your producing experiences</li> <li>• Students will understand how to present themselves professionally.</li> <li>• Students will be able to understand the expectations and opportunities in the television broadcasting field.</li> <li>• Students will be able to produce a music video.</li> <li>• Students will be able to produce an independent video project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will plan, shoot and edit an independent video.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards Writing Samples Self-Assessments Observation	Writing Samples Benchmark Assessments Quizzes Projects	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> <li>• Students will identify video that needs to be color corrected and make corrections.</li> <li>• Students will shoot and edit a multicam production.</li> <li>• Students will identify and correct shaky images using stabilization techniques.</li> <li>• Students will create and save a customized font.</li> <li>• Students will create a time lapse video.</li> <li>• Students plan and produce a Documentary Video.</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Vary test formats.</li> <li>• Provide study guides prior to tests.</li> <li>• Read directions to student.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> <li>• Provide word banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Read test passages/articles allowed.</li> <li>• Accept short answers.</li> <li>• Oral testing.</li> <li>• Provide word banks.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time.</li> <li>• Provide study guides prior to tests.</li> <li>• Allow for re-dos/retakes.</li> <li>• Pace long-term assignments.</li> <li>• Clarify test directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary test formats.</li> <li>• Use complex vocabulary.</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Lectures
- Sharing prior knowledge
- Writing Assignments
- Chunking
- Pause and Review
- Demonstrations

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Allowing extra time as needed.</li> <li>• Explain learning expectations to students prior to lessons.</li> <li>• Use a checklist to help student get organized.</li> <li>• Choice Menus</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding.</li> <li>• Repeat and rephrase often.</li> <li>• Give simple instructions.</li> <li>• Simplify complex questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reword questions/problems in simpler language.</li> <li>• Periodic checks and updates on progress.</li> <li>• Allowing extra time as needed.</li> <li>• Concrete examples.</li> <li>• Extra visual and verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional exercises.</li> <li>• Increased pace of learning.</li> <li>• Greater independence in study.</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> demo reel, portfolio, music video
<b>Non-Essential:</b>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
E/LA:  Mathematics:  Science:  Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies:  Technology:  Career Ready Practices:  Library:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	<input type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i>  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Rubrics, Google Classroom