

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: TV Media III	Grade Level(s): 11-12
Department: Performing Arts and Technology	Credits: 5
BOE Adoption Date: September 2014	Revision Date(s): October 2019

ABSTRACT

In Video Production 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 remote and studio productions. Students will use studio equipment, including television cameras, audio mixing board, lighting board, teleprompter, graphics software, and other computer video software. Students will be able to communicate, evaluate, and create different forms of media. The major production is the Kingsway Weekly Update (KDTV News). 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 III, students will continue to build 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. **21st 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:
Unit 1: Introduction & Orientation to Television Production II and Review	1 Week/September	Primary Standards Addressed: 8.2.12.A.2 8.2.12.A.1 9.3.12.AR.2	<ol style="list-style-type: none"> 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. 2. Students will be able to review and demonstrate handling and care of equipment to be used in production. 3. Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use. 	<ol style="list-style-type: none"> 1. Summarize chronology and work associated with pre-production, production, and post-production. 2. Identify, demonstrate, and summarize the care and maintenance of equipment. 3. Demonstrate skills learned with various equipment- switcher, teleprompter, lighting, etc. 4. Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area. 5. Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.
Unit 2: Advanced Pre-Production Tech	12 Weeks/ September- November	Primary Standards Addressed: 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 9.3.12.AR-JB.4	<ol style="list-style-type: none"> 1. Students will be able to understand and be able to schedule, coordinate, and arrange a full scale event coverage. 2. Students will understand how to plan camera arrangement for various types of remotes. 3. Students will be able to select equipment and crew for remote event coverage. 4. Students will be able to understand and design a studio set. 	<ol style="list-style-type: none"> 1. Plan coverage for a remote event. 2. Analyze various events for proper and creative camera placement. 3. Devise an equipment list and crew sheet for remote coverage. 4. Draw and design a set for a television show. 5. Complete a site survey for remote coverage. 6. List the differences between a "Live" event and a prerecorded event. 7. Research and list safe practices and possible safety concerns for on location or remote production.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ol style="list-style-type: none"> 5. Students will be able to survey a shoot site/location. 6. Students will understand how “Live” production impacts the overall production. 7. Students will understand how safety concerns impact a remote production. 8. Students will understand the online graphics system and be able to load and edit data. 9. Students will be able to plan a lighting scheme and arrange the lighting for a remote shoot. 10. Students will be able to understand sound design and be able to utilize microphones on set. 11. Students will understand and be able to use special lighting effects. 	<ol style="list-style-type: none"> 8. List and identify each studio crew position and their job responsibility. 9. Plan and develop graphics for remote production. 10. Design and implement a lighting plan. 11. Design and implement a plan for sound and microphone placement. 12. Record sound using various arrangements for capturing quality sound. 13. Set-up a special effect lighting scheme. 14. Produce a Distracted Driving Video.
Unit 3: Advanced Production Tech	12 Weeks/ December-February	<p>Primary Standards Addressed: 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>Interdisciplinary Standards Addressed: SL.11-12.1 SL.11-12.2 SL.11-12.3</p>	<ol style="list-style-type: none"> 1. Students will understand and be able to set-up and strike a remote production. 2. Students will be able to understand what can go wrong during a remote production and be able to troubleshoot problems when they occur. 3. Students will be able to supervise and manage a crew. 4. Students will be able to demonstrate advanced camera skills and techniques. 	<ol style="list-style-type: none"> 1. Set-up and strike a remote production. 2. Identify and list potential problems that can occur during production and list possible solutions. 3. Students will supervise and manage a crew. 4. Students will shoot a demonstration video showing advanced camera skills and techniques. 5. Students will produce and direct a newscast.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		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"> 5. Students will be able to produce and direct various types of productions. 6. Students will be able to produce and direct a newscast. 7. Students will be able to understand the basic operations of any camera. 8. Students will be able to understand the differences between using a DSLR camera and a video camera. 9. Students will be able to understand and master the operation of the switcher. 10. Students will be able to properly wrap various types of cables. 	<ol style="list-style-type: none"> 6. Students will demonstrate knowledge of various kinds of cameras and what each button/switch controls. 7. Students will produce a video using a DSLR camera. 8. Demonstrate mastery of the operation of the switcher. 9. Demonstrate cable wrapping of varying types. 10. Students will practice directing various types of studio productions. 11. Students will produce a remote production.
Unit 4: Advanced Post-Production Tech	9 Weeks/ March-May	Primary Standards Addressed: 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 Interdisciplinary Standards Addressed: 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"> 1. Students will be able to understand the various types of edit software available. 2. Students will be able to evaluate and critique industry film and video products. 3. Students will be able to identify award winning films and videos and why they are winners. 4. Students will be able to understand how to produce award worthy videos. 5. Students will be able to plan and design a video using Foley and sound library effects to enhance their video. 	<ol style="list-style-type: none"> 1. Students will edit a video using Adobe Premier. 2. Students will evaluate and critique film and video created by professionals in the industry by writing weekly critiques in a journal. 3. Students will enter their works in various competitions. 4. Students will produce a video using Foley and library sound effects. 5. Students will research and list the various video codecs and their uses in video production. 6. Students will create a video utilizing After Effects and Motion Graphics.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		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	6. Students will be able to understand the various codecs used in the industry and which ones to use when. 7. Students will understand and be able to use After Effects and Motion Graphics software.	
Unit 5: Career Skills & Portfolio	5 Weeks Classes/May-June	Primary Standards Addressed: 8.1.12.B.1 8.1.12.C.1 8.2.12.A.1 8.2.12.F.1 Interdisciplinary Standards Addressed: 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	1. Students will be able to update their portfolio/demo reel showing their work. 2. Students will be able to produce a music video. 3. Students will be able to produce an independent video project. 4. Students will be able to identify and practice using advanced production skills and techniques. 5. Students will be able to evaluate film and video technologies available and understand how they can improve the quality of film and video production.	1. Students will update and maintain their online portfolio of work produced during their time in the class. 2. Students will research various job postings in the industry to learn what companies are looking for. 3. Schedule interviews with faculty members and students in appropriate locations. 4. Students will plan, shoot and edit a music video. 5. Students will plan, shoot and edit an independent video. 6. Students will research industry changes in equipment and technology and write how they impact the consumer and the industry as a whole.

Unit 1: Introduction & Orientation to Television Production II & Review	Recommended Duration: 5 Days
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Unit Description:
 This unit is designed to remind and 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 & 2 to ensure success in this course.

Essential Questions:	Enduring Understandings:
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 & 2?	Reviewing what was learned from TV Media 1 & 2 can properly prepare students for the next level.

Relevant Standards:	Learning Goals:	Learning Objectives:
8.2.12.A.2 8.2.12.A.1 9.3.12.AR.2	<ul style="list-style-type: none"> 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. Students will be able to review and demonstrate handling and care of equipment to be used in production. Students will be able to understand and follow the classroom rules and policies and the safety guidelines of equipment use. 	<ul style="list-style-type: none"> Summarize chronology and work associated with pre-production, production, and post-production. Identify, demonstrate, and summarize the care and maintenance of equipment. Demonstrate skills learned with various equipment- switcher, teleprompter, lighting, etc. Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area. Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Questioning Discussion Exit/Entrance Slips Individual Whiteboards	Writing Samples Pre-Assessment	Video Production Equipment Operational Skills and Operational Demonstrations and Observation	<ul style="list-style-type: none"> Summarize chronology and work associated with pre-production, production, and post-production.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Writing Samples Self-Assessments Observation			<ul style="list-style-type: none"> • Identify, demonstrate, and summarize the care and maintenance of equipment. • Demonstrate skills learned with various equipment- switcher, teleprompter, lighting, etc. • Summarize the rules, policies and safety guidelines of the classroom, studio, and control room and the equipment contained in each area. • Identify and describe the procedures for equipment use, computer use, and proper care/maintenance.

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

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

Unit Vocabulary:

Essential: Switcher, teleprompter, lighting, audio mixer

Non-Essential: Maintenance and Care, Classroom Rules, Safety Guidelines

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies:	Technology: Computer, internet and use of various software programs. Video equipment, ie. Video Camera	<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

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

Resources:
Texts/Materials: Class Syllabus, Classroom Rules, Google Classroom

Unit 2: Advanced Pre-Production Tech	Recommended Duration: 12 Weeks
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Unit Description: Students are introduced to concepts of the production process which involve advanced pre-production as well as production skills and techniques. Students will be able to understand the difference between remote “live” and event production vs. single camera ENG production.

Essential Questions:	Enduring Understandings:
<p>What is remote production?</p> <p>What preparations are necessary when planning remote and “Live” production?</p> <p>What advanced skills are needed when pre-producing a remote production?</p>	<p>Remote production requires advanced skills and advanced planning to produce quality productions.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<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"> • Students will be able to understand and be able to schedule, coordinate, and arrange a full scale event coverage. • Students will understand how to plan camera arrangement for various types of remotes. • Students will be able to select equipment and crew for remote event coverage. • Students will be able to understand and design a studio set. • Students will be able to survey a shoot site/location. • Students will understand how “Live” production impacts the overall production. • Students will understand how safety concerns impact a remote production. • Students will understand the online graphics system and be able to load and edit data. • Students will be able to plan a lighting scheme and arrange the lighting for a remote shoot. • Students will be able to understand sound design and be able to utilize microphones on set. • Students will understand and be able to use special lighting effects. 	<ul style="list-style-type: none"> • Plan coverage for an remote event. • Analyze various events for proper and creative camera placement. • Devise an equipment list and crew sheet for remote coverage. • Draw and design a set for a television show. • Complete a site survey for remote coverage. • List the differences between a “Live” event and a prerecorded event. • Research and list safe practices and possible safety concerns for on location or remote production. • List and identify each studio crew position and their job responsibility. • Plan and develop graphics for remote production. • Design and implement a lighting plan. • Design and implement a plan for sound and microphone placement. • Record sound using various arrangements for capturing quality sound. • Set-up a special effect lighting scheme. • Produce a Distracted Driving Video.

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"> • Complete a site survey for remote coverage. • Plan and develop graphics for remote production. • Design and implement a plan for sound and microphone placement. • Record sound using various arrangements for capturing quality sound. • Set-up a special effect lighting scheme. • Produce a Distracted Driving Video. • Produce a remote event.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Additional time. • Vary test formats. • Provide study guides prior to tests. • Read directions to student. • Allow for re-dos/retakes. • Pace long-term assignments. • Clarify test directions. • Provide word banks. 	<ul style="list-style-type: none"> • Read test passages/articles allowed. • Accept short answers. • Oral testing. • Provide word banks. • Simplify complex questions. 	<ul style="list-style-type: none"> • Additional time. • Provide study guides prior to tests. • Allow for re-dos/retakes. • Pace long-term assignments. • Clarify test directions. 	<ul style="list-style-type: none"> • Vary test formats. • Use complex vocabulary.

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> • Lectures • Sharing prior knowledge • Writing Assignments • Chunking • Pause and Review • Demonstrations 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <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"> • Allowing extra time as needed. • Explain learning expectations to students prior to lessons. • Use a checklist to help student get organized. • Choice Menus 	<ul style="list-style-type: none"> • Check for understanding. • Repeat and rephrase often. • Give simple instructions. • Simplify complex questions. 	<ul style="list-style-type: none"> • Reword questions/problems in simpler language. • Periodic checks and updates on progress. • Allowing extra time as needed. • Concrete examples. • Extra visual and verbal cues. 	<ul style="list-style-type: none"> • Additional exercises. • Increased pace of learning. • Greater independence in study.

Unit Vocabulary:
Essential: ENG & EFP, remote production, remote survey, axis of action Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: Mathematics: Science:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	___ Global Awareness ___ Civic Literacy <u>X</u> Financial, Economic, Business, & Entrepreneurial Literacy	<u>X</u> Creativity & Innovation <u>X</u> Media Literacy <u>X</u> Critical Thinking & Problem Solving <u>X</u> Life and Career Skills <i>(flexibility,</i>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <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	<i>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

Resources:
Texts/Materials: Rubric, Google Classroom

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

Essential Questions:	Enduring Understandings:
<p>What responsibilities do a producer and director have during “Live” or remote productions?</p> <p>What production skills are needed to be successful in remote productions?</p> <p>What does a successful professional remote production look like?</p>	<p>“Live” and remote productions have many moving parts. It’s important for the director, producer, and crew to be skilled, safe, and to work together to be successful.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Primary Standards Addressed: 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>Interdisciplinary Standards Addressed: 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"> • Students will understand and be able to set-up and strike a remote production. • Students will be able to understand what can go wrong during a remote production and be able to troubleshoot problems when they occur. • Students will be able to supervise and manage a crew. • Students will be able to demonstrate advanced camera skills and techniques. • Students will be able to produce and direct various types of productions. • Students will be able to produce and direct a newscast. • Students will be able to understand the basic operations of any camera. • Students will be able to understand the differences between using a DSLR camera and a video camera. • Students will be able to understand and master the operation of the switcher. • Students will be able to properly wrap various types of cables. 	<ul style="list-style-type: none"> • Set-up and strike a remote production. • Identify and list potential problems that can occur during production and list possible solutions. • Students will supervise and manage a crew. • Students will shoot a demonstration video of various advanced camera skills and techniques. • Students will produce and direct a newscast. • Students will demonstrate knowledge of various kinds of cameras and what each button/switch controls. • Students will produce a video using a DSLR camera. • Demonstrate mastery of the operation of the switcher. • Demonstrate cable wrapping of varying types. • Students will practice directing various types of studio productions. • Students will produce a remote production.

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"> • Set-up and strike a remote production. • Identify and list potential problems that can occur during production and list possible solutions. • Students will supervise and manage a crew. • Students will shoot a demonstration video showing advanced camera skills and techniques. • Students will produce and direct a newscast. • Students will produce a video using a DSLR camera. • Demonstrate mastery of the operation of the switcher. • Demonstrate cable wrapping of varying types. • Students will practice directing various types of studio productions. • Students will produce a remote production.

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

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> • Lectures • Sharing prior knowledge • Writing Assignments • Chunking • Pause and Review • Demonstrations 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <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"> • Allowing extra time as needed. • Explain learning expectations to students prior to lessons. • Use a checklist to help student get organized. • Choice Menus 	<ul style="list-style-type: none"> • Check for understanding. • Repeat and rephrase often. • Give simple instructions. • Simplify complex questions. 	<ul style="list-style-type: none"> • Reword questions/problems in simpler language. • Periodic checks and updates on progress. • Allowing extra time as needed. • Concrete examples. • Extra visual and verbal cues. 	<ul style="list-style-type: none"> • Additional exercises. • Increased pace of learning. • Greater independence in study.

Unit Vocabulary:
Essential: troubleshoot, rack focus, jib, crane, tracking, sequence shot, steadycam shot, whip pan, birds-eye view, deep focus, dolly shot Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: Mathematics: Science:	Technology: Computer, internet and use of various software programs. Video equipment, ie. video camera, switcher, etc.	___ Global Awareness ___ Civic Literacy <u>X</u> Financial, Economic, Business, & Entrepreneurial Literacy	<u>X</u> Creativity & Innovation <u>X</u> Media Literacy <u>X</u> Critical Thinking & Problem Solving <u>X</u> Life and Career Skills (<i>flexibility,</i>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <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	<i>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

Resources:
Texts/Materials: Rubrics, Google Classroom

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

Essential Questions:	Enduring Understandings:
<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>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Primary Standards Addressed: 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>Interdisciplinary Standards Addressed: 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"> • Students will be able to understand the various types of edit software available. • Students will be able to evaluate and critique industry film and video products. • Students will be able to identify award winning films and videos and why they are winners. • Students will be able to understand how to produce award worthy videos. • Students will be able to plan and design a video using Foley and sound library effects to enhance their video. • Students will be able to understand the various codecs used in the industry and which ones to use when. • Students will understand and be able to use After Effects and Motion Graphics software. 	<ul style="list-style-type: none"> • Students will edit a video using Adobe Premier. • Students will evaluate and critique film and video created by professionals in the industry by writing weekly critiques in a journal. • Students will enter their works in various competitions. • Students will produce a video using Foley and library sound effects. • Students will research and list the various video codecs and their uses in video production. • Students will create a video utilizing After Effects and Motion Graphics.

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"> • Students will edit a video using Adobe Premier. • Students will evaluate and critique film and video created by professionals in the industry by writing weekly critiques in a journal. • Students will produce a video using Foley and library sound effects. • Students will research and list the various video codecs and their uses in video production. • Students will create a video utilizing After Effects and Motion Graphics.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Additional time. • Vary test formats. • Provide study guides prior to tests. • Read directions to student. • Allow for re-dos/retakes. • Pace long-term assignments. • Clarify test directions. • Provide word banks. 	<ul style="list-style-type: none"> • Read test passages/articles allowed. • Accept short answers. • Oral testing. • Provide word banks. • Simplify complex questions. 	<ul style="list-style-type: none"> • Additional time. • Provide study guides prior to tests. • Allow for re-dos/retakes. • Pace long-term assignments. • Clarify test directions. 	<ul style="list-style-type: none"> • Vary test formats. • Use complex vocabulary.

Instructional Strategies: <i>(List and describe.)</i>			
<ul style="list-style-type: none"> • Lectures • Sharing prior knowledge • Writing Assignments • Chunking • Pause and Review • Demonstrations 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <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"> • Allowing extra time as needed. • Explain learning expectations to students prior to lessons. • Use a checklist to help student get organized. • Choice Menus 	<ul style="list-style-type: none"> • Check for understanding. • Repeat and rephrase often. • Give simple instructions. • Simplify complex questions. 	<ul style="list-style-type: none"> • Reword questions/problems in simpler language. • Periodic checks and updates on progress. • Allowing extra time as needed. • Concrete examples. • Extra visual and verbal cues. 	<ul style="list-style-type: none"> • Additional exercises. • Increased pace of learning. • Greater independence in study.

Unit Vocabulary:
<p>Essential: Adobe Premier, After Effects, Motion Graphics, codecs, frame rate, compression</p> <p>Non-Essential:</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <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, switcher, etc.</p>	<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p><u>X</u> Financial, Economic, Business, & Entrepreneurial Literacy</p>	<p><u>X</u> Creativity & Innovation</p> <p><u>X</u> Media Literacy</p> <p><u>X</u> Critical Thinking & Problem Solving</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <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:		_____ 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

Resources:
Texts/Materials: Rubrics, Google Classroom

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

Essential Questions:	Enduring Understandings:
<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>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Primary Standards Addressed: 8.1.12.B.1 8.1.12.C.1 8.2.12.A.1 8.2.12.F.1</p> <p>Interdisciplinary Standards Addressed: 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</p>	<ol style="list-style-type: none"> 1. Students will be able to update their portfolio/demo reel showing their work. 2. Students will be able to produce a music video. 3. Students will be able to produce an independent video project. 4. Students will be able to identify and practice using advanced production skills and techniques. 5. Students will be able to evaluate film and video technologies available and understand how they can improve the quality of film and video production. 	<ol style="list-style-type: none"> 1. Students will update and maintain their online portfolio of work produced during their time in the class. 2. Students will research various job postings in the industry to learn what companies are looking for. 3. Schedule interviews with faculty members and students in appropriate locations. 4. Students will plan, shoot and edit a music video. 5. Students will plan, shoot and edit an independent video. 6. Students will research industry changes in equipment and technology and write how they impact the consumer and the industry as a whole.

Relevant Standards:	Learning Goals:	Learning Objectives:
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		

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	<ol style="list-style-type: none"> 1. Students will update and maintain their online portfolio of work produced during their time in the class. 2. Students will research various job postings in the industry to learn what companies are looking for. 3. Schedule interviews with faculty members and students in appropriate locations. 4. Students will plan, shoot and edit a music video. 5. Students will plan, shoot and edit an independent video. 6. Students will research industry changes in equipment and technology and write how they impact the consumer and the industry as a whole.

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"> • Additional time. • Vary test formats. • Provide study guides prior to tests. • Read directions to student. • Allow for re-dos/retakes. • Pace long-term assignments. • Clarify test directions. • Provide word banks. 	<ul style="list-style-type: none"> • Read test passages/articles allowed. • Accept short answers. • Oral testing. • Provide word banks. • Simplify complex questions. 	<ol style="list-style-type: none"> 1. Additional time. 2. Provide study guides prior to tests. 3. Allow for re-dos/retakes. 4. Pace long-term assignments. 5. Clarify test directions. 	<ol style="list-style-type: none"> 1. Vary test formats. 2. Use complex vocabulary.

Instructional Strategies: *(List and describe.)*

<ul style="list-style-type: none"> • Lectures • Sharing prior knowledge • Writing Assignments • Chunking • Pause and Review • Demonstrations
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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"> • Allowing extra time as needed. • Explain learning expectations to students prior to lessons. • Use a checklist to help student get organized. • Choice Menus 	<ul style="list-style-type: none"> • Check for understanding. • Repeat and rephrase often. • Give simple instructions. • Simplify complex questions. 	<ul style="list-style-type: none"> • Reword questions/problems in simpler language. • Periodic checks and updates on progress. • Allowing extra time as needed. • Concrete examples. • Extra visual and verbal cues. 	<ul style="list-style-type: none"> • Additional exercises. • Increased pace of learning. • Greater independence in study.

Unit Vocabulary:
Essential: demo reel, portfolio, music video
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <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

Resources:
Texts/Materials: Rubrics, Google Classroom