



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Introduction to Television Production																									
Grade Level(s):	9-12																									
Duration:	Full Year:	x	Semester:		Marking Period:																					
Course Description:	This course will introduce students to a variety of processes that are used to produce visual messages and the many kinds of careers available in the communications profession. Students will be exposed to state-of-the-art equipment used in the communications field. Projects will involve producing segments for radio and television. Specifically, students will learn the principles of good message design and how visual messages are used to market products by applying problem solving techniques to develop effective advertising strategies. Students will be exposed to, and become part of, the operation of a working television studio gaining first-hand knowledge of commercial and video production. Students will enhance public speaking skills and auditory dexterity through role playing as clients and corporate executives. Writing skills will be developed through creation of copy and narration. This course is a pre-requisite for (926) TV Broadcasting and Studio Production and (928) Advanced TV Broadcasting and Video Production.																									
Grading Procedures:	<p>TOTAL POINTS: All assignments, projects, tests and quizzes will be given specific points based on a level of work/time required. Students will earn points for fulfilling the requirements for each activity. A rubric will be provided prior to each assignment/activity so that each student will know their value. Student marking period grades will be based on the points earned divided by the total points assigned. The percentage of points earned will be the student's marking period grade.</p> <table><thead><tr><th colspan="2">Daily Grade</th><th colspan="2">Final Grade</th></tr></thead><tbody><tr><td>Daily Grade & Participation</td><td>20%</td><td>Semester 1 (MP1/MP2)</td><td>20% / 20%</td></tr><tr><td>Classwork/Homework</td><td>20%</td><td>Semester 2 (MP3/MP4)</td><td>20% / 20%</td></tr><tr><td>Quizzes/Notebook Checks</td><td>20%</td><td>Mid-Term Exam</td><td>10%</td></tr><tr><td>Tests & Projects</td><td>40%</td><td>Final Exam</td><td>10%</td></tr></tbody></table> <p>FINAL GRADE (Y1) is calculated: S1 + S2 = Y1</p> <p>To successfully complete the course, the student must achieve an overall average of 70% in the above areas. To be eligible for an Advanced Telecommunications class, the student must achieve an overall average of 77% in the above areas.</p> <p>If student is absent from class, he/she will be required to make-up work after school on the next day that you return to class. Time must be built in to his/her after school schedule. No make-up work is permitted during regular class time.</p>						Daily Grade		Final Grade		Daily Grade & Participation	20%	Semester 1 (MP1/MP2)	20% / 20%	Classwork/Homework	20%	Semester 2 (MP3/MP4)	20% / 20%	Quizzes/Notebook Checks	20%	Mid-Term Exam	10%	Tests & Projects	40%	Final Exam	10%
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Quizzes/Notebook Checks	20%	Mid-Term Exam	10%																							
Tests & Projects	40%	Final Exam	10%																							
Primary Resources:	<ul style="list-style-type: none">• Projector• Computers and Laptops• Writing Utensil• OneDrive / Schoology• Power Point• Adobe Suite																									

- Student cell phones for research, audio and video acquisition
- YouTube and Stock Video websites
- Class website resources
- On Location Camera Equipment
- Control Room & Studio Equipment

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by: Ms. Lisa Vasapollo

Under the Direction of: Ms. Malika Moore

Written: August 2023

Revised: _____

BOE Approval: _____

Unit Title: Unit 01: Course Introduction, Overview and Safety

Unit Description: Students will be introduced to the Television Production program, course expectations, classroom, studio, control room and receive an overview of the industry. Additionally, students will understand the importance of the classroom digital workflow to maintain an organizational process for importing, exporting and storing video projects. Students will gain an understanding of the television production facility that consists of equipment and tools that is currently used throughout the industry. Students will be educated and instructed in general safety procedures for the television production facility. Each student will pass a written safety test prior to using any tools or equipment.

Unit Duration: 1 week (5 days)**Desired Results****Standard(s):****9.2 Career Awareness, Exploration, and Preparation****9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster**

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:**9.2.12.C.1:** Review career goals and determine steps necessary for attainment.**9.3.12.AR.1:** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.**9.3.12.AR.2:** Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.**9.3.12.AR.3:** Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.**Understandings:***Students will understand that...*

- The classroom procedures, rules and the course proficiency for Intro to Television Production.
- Identify the proper procedures of storing audio and video equipment.
- Demonstrate the ability to have positive group discussions.
- Identify the type of camera they are using for class as well as features of other cameras they may wish to utilize.
- Understand and create a digital video workflow.
- List the rules of safe conduct in the laboratory and describe why these are beneficial.
- Follow fire drill/emergency evacuation procedures.
- Describe safe procedures for working around tools and equipment, used in the studio and control room.

Essential Questions:

- What are the rules and procedures for this class?
- What is the quality of work and level of respect that is expected of me for this class?
- Why is it important to participate in group discussions?
- What is the content of this course?
- What are the resources used for this course?
- What are the projects for this class?
- What is the purpose of a facilities safety and health program?
- What is the purpose of facilities evacuation and lockdown protocol?

Assessment Evidence**Performance Tasks:**

- Explore Classroom and TV studio to indicate understanding of classroom management and procedures.

Other Evidence:

- Check for Understanding
- Questioning
- Teacher observation
- Daily Participation Grade

Benchmarks:

- Quiz - Safety

Learning Plan

Learning Activities:

- Course Syllabus/Proficiency and Safety will be reviewed.
- Rules and Procedures will be reviewed using PowerPoint/Kahoot
- Safety Regulations and Procedures
- Discussion and demonstration on the Digital Workflow and how it pertains to the class.
- Students will learn where everything is located in the room.
- Orally review Fire/Emergency Evacuation Drill
- Discuss Federal Laws for Safety

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
9.3.12.AR.1; 9.3.12.AR.2; 9.3.12.AR.3;

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop a strategy for working around tools and equipment used in the laboratory
3.0	Students will be able to: <ul style="list-style-type: none"> • Assess and practice safety procedures while in the studio laboratory • Create a rule for properly storing equipment safely • Organize video digital workflow
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify some safety procedures while in the studio laboratory • Recognize some procedures for storing equipment safely • Recall video digital workflow
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.

	<ul style="list-style-type: none"> • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

TECH.8.1.2.A - Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 02: Communications and Telling a Story

Unit Description: Communication is an essential element of society. Communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. Students will study the history of communications and society's need to communicate more quickly and more efficiently. Students will also learn that communication is the process of sending and receiving messages and what we do to give and get understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written based language. An understanding will be conveyed that sometimes a message's original meaning gets lost in the translation between thought and the act of communicating it. Students will learn how to communicate effectively, helping them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.

Unit Duration: 4 weeks (16 days)

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-VIS.1: Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2: Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Understandings:

Students will understand...

- The history of communication amongst society.
- The classic definition of Communications being defined as the accurate transfer of information from a sender to a receiver
- That the meaning of the message is the implied responsibility as a communicator.
- How Culture effects communication

Essential Questions:

- How does culture impact the way we communicate?
- What influence does media have on how society communicates?
- How have humans communicated over history?
- How do we communicate?
- How does context change communications?
- What are the forms and types of Communication?

Assessment Evidence

Performance Tasks:

- Group activity demonstrating non-verbal communication
- Group activity demonstrating the Rumor Mill
- Group development of a Trivia Game

Other Evidence:

- Do Now and Closure activities to review terms and definitions
- Check for Understanding
- Questioning
- Teacher observation
- Daily Participation Grade

Benchmarks:

- Quiz – Communications

Learning Plan

Learning Activities:

- Informal Interview – students will learn about each other
- Students will introduce each other to the class
- Discuss the history of communication
- Explain what changes have occurred in communications because of technology
- Describe the Communication cycle,
- Define and understand the forms and types of Communication
- Explore the variables of Communication and how it relates to the message

Instructional Activities

- Analyze Emojis, Symbols and Icons
- Identify song lyric and album cover that communicates a meaning
- “Grok” Exercise
- Rumor Mill Exercise

Project Based Activity

- Group Project: Cooperative Learning – Create a Trivia game to review a section of the unit
- Groups will play the trivia game against each other

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 9.3.12.AR-AV.1; 9.3.12.AR-VIS.1 9.3.12.AR-VIS.2;	
4.0	Students will be able to: <ul style="list-style-type: none"> Research the history of communication amongst society and how it changed and will continue to change over time
3.0	Students will be able to: <ul style="list-style-type: none"> Identify misunderstandings translated through communication and the cause of the problems Infer that the meaning of the message is the implied responsibility as a communicator Form conclusions on how culture effects communication
2.0	Students will be able to: <ul style="list-style-type: none"> Paraphrase the classic definition of Communications
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. When possible, use pictures, photos, and charts. Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. Integrate students' cultural background into class discussions. Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> Use concrete examples to introduce concepts. Make learning activities consistent. Use repetition and drills spread over time. Provide work folders for daily assignments. Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Encourage students to function independently. Give students extra time to both ask and answer questions while giving hints to answers. Give simple directions and read them over with students.

- Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

LA.11-12.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SOC.9-12.1.3.2: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

TECH.8.1.2.C: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E: Students apply digital tools to gather, evaluate, and use information.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 03: Camera Composition

Unit Description: Different ideas can be expressed in TV and Video Production by changing the subject, focus, angle, point of view of videographer and methods of digital editing. Students will become familiar with camera composition, types of camera shots and camera angles to effectively frame a subject for a desired purpose. Students will be trained to demonstrate the fundamentals of camera setup and operation. Students will learn how various shots and framing principles are used to "lead" the audience and tell a story. Students will begin to gain an understanding about how perspective can be established using the rules of composition and by switching between multiple camera angles in a story.

Unit Duration: 4 weeks (20 days)

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4: Design an audio, video and/or film production.

9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).

<p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Infer that the shots captured will engage the viewer's eye while communicating what you desire to communicate. • Identify the meaning of various types of cameras shots, angles and movement. • Explore various ways to capture footage using different angles, shots and movement to match the purpose of the video. • Develop skills to train the eye to view and capture video footage in a way that recognizes camera work. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can different camera shots and camera angles influence the look and feeling of the footage? • How do certain angles symbolically represent characters, relationships or show point of view? • What are the different ways that I can capture footage? • What is the rule of thirds and how does it help to balance camera composition? • Why is composition just as important as subject?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Setting Up Camera properly on Tripod • Filming and recording each type of camera shot, angle and movement • Importing clips into Adobe Premiere and editing clips on a timeline 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Do Now and Closure activities to review camera shots and angles • Rubric • Daily Participation Grade • Check for Understanding • Questioning • Teacher observation
<p>Benchmarks:</p> <ul style="list-style-type: none"> • Test - Camera Composition, Shots and Angles 	
<p>Learning Plan</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Compare/Contrast - difference between two still video images to indicate what occurs through camera focal length • PowerPoint presentation on Camera Composition • PowerPoint presentation on Camera Angles and Movement • Students will learn about the procedures for signing equipment out of the room and the safety procedures when using the equipment • Students will learn the proper etiquette in the hallways • Introduction to Adobe Premiere Editing Software <ul style="list-style-type: none"> ◦ Proper steps to importing footage on computers ◦ Basic steps to creating a project in Premiere and editing clips in a cohesive timeline. ◦ Choosing Music and importing into project bin ◦ Creating basic graphic text to identify camera shots and angles in project <p>Instructional Activities</p> <ul style="list-style-type: none"> • TWP Flash – Identify Camera Shots while viewing still video images. • Video Clip on various Establishing Shots in Film • Video Clip on various Camera Shots and Angles • Identifying Camera Parts and Functions • Kahoot and Review for Unit test <ul style="list-style-type: none"> ◦ Kahoot for Camera shots, angles and movement ◦ Review - Camera parts and functions ◦ Adobe Premiere – review basic steps to starting a new project <p>Project Based Activity</p> <ul style="list-style-type: none"> • Scavenger Hunt <ul style="list-style-type: none"> ◦ Students will work together in a team to capture a variety of camera shots, angles and movements using the video cameras. ◦ Students will work together to edit clips to music with graphics to identify proper camera shots, angles and movements. 	

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
 9.3.12.AV.1; 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.2; 9.3.12.AR-JB.3; 9.3.12.AR-JB.4;

4.0	Students will be able to: <ul style="list-style-type: none"> Select the best way to set up a camera properly on tripod to film and record each type of camera shot, angle and movement effectively
3.0	Students will be able to: <ul style="list-style-type: none"> Develop skills to train the eye to view and capture video footage in a way that recognizes camera work Classify specific terms be used when referring to types of cameras shots, angles and movement Compare and contrast various ways to capture footage using different angles, shots and movement to match the purpose of the video Identify errors in camera composition when the rule of thirds is not considered in interviews
2.0	Students will be able to: <ul style="list-style-type: none"> Infer that the shots captured will engage the viewer's eye while communicating what you desire to communicate
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. When possible, use pictures, photos, and charts. Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. Integrate students' cultural background into class discussions. Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> Use concrete examples to introduce concepts. Make learning activities consistent. Use repetition and drills spread over time. Provide work folders for daily assignments.

	<ul style="list-style-type: none"> • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.
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Interdisciplinary Connections

Indicators:

TECH.8.1.2: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.B: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

LA.W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 04: Editing Basics

Unit Description: This unit will cover basic editing after filming, also known as post-production. Students will learn how to use Adobe Premiere to conduct basic editing of their work. Basic editing functions and systems will be examined. Students will learn how to layout their Adobe Premiere workspace in a manner conducive to their editing preferences and understand the basic commands needed to piece together multiple clips into one seamless video. Students will have the opportunity to work in groups as well as individually to create multiple pieces.

Unit Duration: On-Going

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4: Design an audio, video and/or film production.

9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).

Understandings:

Students will understand that...

- Adobe Premiere Pro is a non-linear video editing application that is widely used by filmmakers, television broadcasters, and journalists.
- The work-flow panels and designer tools are the essential components when producing within Premiere Pro and need to be customized depending on the type of project.
- The timeline is the location within Premiere to apply music and transitions to a video.
 - Video and audio can be layered in multiple tracks on the same timeline.

Essential Questions:

- What are the basic functions of video editing?
- Why should video always be edited before being released?
- How can proper video editing contribute to the final story?
- What are other items you can include in video editing to enhance your story?
- What are some things to consider when preparing to do post-production editing?

Assessment Evidence

Performance Tasks:

- Arrange a workspace in Adobe Premiere that is logical and efficient.
- Produce and edit a short video in Adobe Premiere based off of the outline created in the previous unit
- Display the proper composition of video clips and recognizes the importance of sequencing.
- Understand and show when to include transitions and other effects as appropriate for video.
- Design text in Adobe Premiere to use in scrolling credits at end of video.

Other Evidence:

- Grading Rubric
- Check for Understanding
- Questioning
- Teacher observation
- Daily Participation Grade

Benchmarks:

- Create and submit a short video using Adobe Premiere. Video graded based on following rubric specification for final video submission.

Learning Plan

Learning Activities:

- Teacher instruction on non-linear editing software
 - Students will learn the interface and basic workflow of Adobe Premiere and practice following a teacher demonstration
- Students will familiarize themselves with the computer editing system
 - Students will review the basic principles of organizing files and using the Mac computers in the video lab
 - Create project folders and portfolio bins
- Short Video Footage
 - Students will take footage captured for their short video and edit to a cohesive story that demonstrated proper use of the timeline and its functions
- Students will demonstrate skills using Adobe Premiere
 - Log and capture footage
 - Construct a timeline to create a visual story
 - Adjust audio levels in order to fade or correct audio errors
- Students will demonstrate knowledge using Adobe Photoshop
 - Select and use some of the tools in the Tools Panel
 - Apply new characteristics to text for a specific task
 - Design text using two or more tool

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.4;

4.0	Students will be able to: <ul style="list-style-type: none"> Develop a strategy to use Adobe Premiere to customize a specific video project Select the best video clips and edit them together to create a seamless video while applying a basic understanding of the main editing functions of the Adobe Premiere software.
3.0	Students will be able to: <ul style="list-style-type: none"> Format text editing software Categorize the elements of basic editing tools Edit video and still images within Adobe Premiere. Identify the different types of video formats
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how to open and save files in the editing software Show how to insert basic text and images into Adobe Premiere Paraphrase how the tools in Adobe Premiere are used to create basic videos
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. When possible, use pictures, photos, and charts. Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. Integrate students' cultural background into class discussions. Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> Use concrete examples to introduce concepts. Make learning activities consistent.

	<ul style="list-style-type: none"> • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.
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Interdisciplinary Connections

Indicators:

TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A - Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.2.C - The design process is a systematic approach to solving problems.

TECH.8.2.2.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge

VPA.1.1.12.D.1 - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

VPA.1.3.12 - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

VPA.1.3.12.D.3 - Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 05: Audio Basics

Unit Description: Individuals are usually so engrossed in the barrage of colorful pictures when watching television that they are totally unaware of the sound-until there is an audio problem. It is concluded that without sound it would be very difficult to follow what is going on. Sound is important for establishing mood and intensifying an event. It helps connect visual fragments of the relatively small, low-definition television image and form a meaningful whole. This unit covers electronic and operational characteristics of microphones and how they work, analog and digital recording devices, and situational equipment applications.

Unit Duration: On-Going

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4: Design an audio, video and/or film production.

9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).

Understandings:

Students will understand...

- Audio transmits information and helps establish the specific time and locale of the action and contributes to the mood and provides continuity for the various picture portions.
- There are three major types of microphones.
- Each type of microphone has a different sound generating element that converts sound waves into electrical energy.
- Different recording situations require different pick-up patterns.
- Audio can come from a variety of sources including microphones, audio devices, video, CD's, satellite and microwave feeds.
- Audio can be manipulated by equalizing the signal or adding effects.

Essential Questions:

- Why is it important to have good audio along with video?
- How does audio create a mood?
- What are the different types of microphones?
- What are three types of pick up patterns?
- What are some factors in determining which microphone to use for a specific situation?
- How can audio signals be manipulated?
- What are some sources of audio signals?

Assessment Evidence

Performance Tasks:

- Studio Production of *Wake Up Twp* - installment of a periodic live-to-tape information show for the school and community
- Rotation through studio positions to master job responsibilities in producing a morning broadcast.
- Students will identify the uses of the audio board/panel.
- Produce segments with good audio for *Wake Up Twp* broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride)
- School and Community public relations, promos, and commercials
- Field production of sporting events and school events

Other Evidence:

- Grading Rubric
- Check for Understanding
- Questioning
- Teacher observation
- Daily Participation Grade

Benchmarks:

- Studio Position (Audio) performance hands-on test weekly/bi-weekly
- Portfolio – Segment Video

Learning Plan

Learning Activities:

- Teacher instruction on types of microphones
- Class demonstration of different types of microphones
- Teacher demonstration of studio audio production equipment.
 - Studio microphones and audio board instruction
- Studio production of the morning announcement news broadcast
 - Students will learn to effectively mic a studio recording session.
 - Students will operate microphones and audio board for the morning show
 - Students will manipulate the audio mixer to achieve optimum levels between multiple audio inputs
- Field production of sporting events and school activities/events
 - Students will learn to effectively mic a field recording session.
 - Students will identify the correct microphone to use in the field and capture correct audio during events
- Production News Packages
 - Students will set up and operate the correct microphones for field production to produce desired news package with a good audio feed
- Students will trouble-shoot and correct simple audio problems in both studio and field applications.

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.2; 9.3.12.AR-JB.3; 9.3.12.AR-JB.4;

4.0	Students will be able to: <ul style="list-style-type: none"> • Decide what is the best way to transmit information through audio, contributing to the mood of the broadcast and providing continuity for the various segments
3.0	Students will be able to: <ul style="list-style-type: none"> • Differentiate between the three major types of microphones • Deduce the different sounds generated by each type of microphone • Classify which microphone would be best for the different recording situations in the studio broadcast and field production
2.0	Students will be able to: <ul style="list-style-type: none"> • Summarize the variety of sources in which audio can be captured for a specific application
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
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Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A - Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

LA.W.11-12.6 - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.4 - Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LA.SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 06: Broadcast Journalism: Interviews / News Reporting

Unit Description: Students receive basic terms and definitions for Broadcast, Journalism, and Writing for News Reporting. Writing for broadcast journalism is written to be spoken and must include lead-ins that hook the audience without giving the story away. Students will learn how to use the question as a reporting tool and how to write for voice using segues to transition from a story on one topic to a story on another topic in order to create flow in a newscast. Students will also learn the basic functions of editing by taking b-roll footage and the interview to edit into a cohesive news package. Students will include music and a lower third graphic to identify their interviewee.

Unit Duration: 2 weeks (10 days)

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production
 9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.
 9.3.12.AR-AV.4: Design an audio, video and/or film production
 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting
 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile)
 9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile).

Understandings:

Students will understand...

- Construct a broadcast style lead-in and Tag for a stand-up interview.
- Using segues to transition from an introduction to an interview
- Develop on camera performance technique
- Distinguish between the four types of questions in an interview.
- Determine the best way to use the question as a reporting tool
- Demonstrate skills using correct camera composition and audio techniques for an interview.
- The technique of W.O.C.H.U. using b-roll to enhance a news package

Essential Questions:

- What techniques can an interviewer use to gather information for a media package?
- Why is it important to have an effective introduction, teaser, and exit for to a news story and interview?
- What are the DO's and DON'T's of interviewing techniques?
- What is B-Roll and why is it important in a PKG?
- What does W.O.C.H.U. stand for and how does it enhance a news package?

Assessment Evidence

Performance Tasks:

- Writing an effective News Introduction and Closing.
- Developing proper Questions for a news style interview
- Filming an interview on location with correct camera composition, audio techniques and b-roll to match interview topic

Other Evidence:

- Do Now and Closure activities to review knowledge of interviews
- Rubric
- Daily Participation Grade
- Check for Understanding
- Questioning
- Teacher observation

<ul style="list-style-type: none"> Editing a news package to demonstrate interviewing techniques 	
Benchmarks: <ul style="list-style-type: none"> Test – Interviews and Questioning 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> PowerPoint presentation on News Introductions <ul style="list-style-type: none"> how to effectively write an intro and exit to an interview. PowerPoint presentation on "The Question" <ul style="list-style-type: none"> the correct techniques to asking questions for a broadcast interview. PBS News Hour – W.O.C.H.U. Instructional Activities <ul style="list-style-type: none"> News Story – Identifying 5 W's and H Types of Questions Kahoot and Review for Unit test Project Based Activity <ul style="list-style-type: none"> Interview News Package <ul style="list-style-type: none"> Students work in partners to brainstorm, write, film and edit a news package for broadcast B-Roll captured to match interview topic 	

Unit Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.2; 9.3.12.AR-JB.3; 9.3.12.AR-JB.4;	
4.0	Students will be able to: <ul style="list-style-type: none"> Decide the keys elements to be included in an interview news package that are most relevant and provide concise information
3.0	Students will be able to: <ul style="list-style-type: none"> Organize the content to draw in the attention of the target audience Edit a news story to include well written lead-in, questions and tag for a reporter Deduce the essential information to create an accurate portrayal of a news story, using segues to transition from an introduction to an interview
2.0	Students will be able to: <ul style="list-style-type: none"> Summarize the four types of questions in an interview
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> Assist students in getting organized. Give short directions. Use drill exercises.

	<ul style="list-style-type: none"> • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

TECH.8.1.2: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.B: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E : Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

LA.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 07: Pre-Production and Narratives

Unit Description: Students are instructed in the processes of Pre-Production planning from script to camera and are informed of the specific responsibilities of the crew positions in the production. Students look at the A/V script and storyboards and how they are used to visually tell the story of a video panel by panel. Students will understand that creating an A/V script and storyboard ensures that the audience will understand the intent and how it will be communicated. Students will develop and create a narrative video around a simple word or phrase to tell a story. Students will gain a better understanding of how images are contextual, and through that context, can derive meaning and influence ideas.

Unit Duration: 4 weeks (20 days)

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4: Design an audio, video and/or film production.

Understandings:

Students will understand...

- Create a Narrative, Persuasive, or Argumentative Video telling a story that is connected to their life.
- Choose a topic and premise.
- Write a narration and/dialog to use as the main focus of the video.
- Critique their own work and make adjustments for improvements.
- Work individually to produce desired goals using scriptwriting and camera techniques learned in the first half of the year.
- Utilize unique audio and video acquisition equipment for audio and video
- Manipulate unique audio and video equipment for capture, distribution and special effects

Essential Questions:

- What is a narrative film?
- What is difference between a persuasive and argumentative film?
- What techniques are used when convincing your audience to believe your opinion?
- How do I incorporate various forms of symbolism in my film to enhance meaning to the audience?
- What are my goals and expectations in creating a video?
- How does music help tell a story?

Assessment Evidence

Performance Tasks:

- Developing a premise and writing an AV Script for a Narrative video
- Writing a narration to match the premise
- Filming and Editing a Narrative that effectively tells a story that evokes emotion from a target audience.

Other Evidence:

- Do Now and Closure activities to review knowledge of preproduction and storytelling
- Rubric
- Daily Participation Grade
- Check for Understanding
- Questioning
- Teacher observation

Benchmarks:

- Test – PreProduction and Narratives

Learning Plan

Learning Activities:

- PowerPoint presentation on Pre-Production and writing an AV script.
- PowerPoint presentation on Storyboarding and Types of Narratives
- Video on Storyboarding
- Video on Traits of a Narrative

Instructional Activities

- Expressing Memories Activity
- Identifying effective Narrative techniques
- Writing a narration and dialog for Narrative
- Kahoot and Review for Unit test

Project Based Activity

- Group Activity – “Shot, Scene, Sequence” develop four storyboards to tell one story
- Narrative Short Film – produce, write, film and edit a narrative video
 - Develop narration to express feelings on a topic and/or scenario related to the students' lives
 - Capture video footage that interprets the narration
 - Edit narration, video footage and music together to tell a story that evokes emotion for the audience

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4;

4.0	Students will be able to: <ul style="list-style-type: none"> • Decide what the best way to film and edit b-roll with narration and music to effectively tell a story that evokes emotion from a target audience
3.0	Students will be able to: <ul style="list-style-type: none"> • Make and defend a Narrative that is persuasive or argumentative by writing a narration and/dialog to use as the main focus of the video • Critique the narrative to match desired emotions and make adjustments for improvements • Organize a premise for a narrative and write an AV Script for an effective video
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how a persuasive narrative and argumentative narrative are alike and different
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time.

	<ul style="list-style-type: none"> • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

TECH.8.1.2 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A - Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.2.C - The design process is a systematic approach to solving problems.

TECH.8.2.2.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge

VPA.1.1.12.D.1 - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

VPA.1.3.12 - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

VPA.1.3.12.D.3 - Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

LA.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

LA.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 08: Public Service Announcement

Unit Description: Public Service Announcements (PSA) serve as powerful communicators of information. The opportunity will be provided for students to call attention to a topic they think is important and will introduce students to persuasion and propaganda techniques used in PSAs. Students will condense an idea into a 0:60 second spot understanding the elements of persuasion and effective techniques used in developing a Public Service Announcement.

Unit Duration: 4 weeks (20 days)

Desired Results

Standard(s):

9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
 9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.
 9.3.12.AR-AV.4: Design an audio, video and/or film production.

Understandings:

Students will understand...

- Understand how a successful public service announcement is produced.
- Develop and create a Public Service Announcement based on personal knowledge and research.
- Examine how the medium affects the message.
- Understand how the choices they make as producers affect the message and how it is interpreted by the viewer.

Essential Questions:

- What is the purpose of a PSA?
- What is a "Call to Action"?
- What are the components and qualities of a PSA?
- What production elements are used in a PSA to get the audience to act?
- What persuasive strategies are used in the development of a quality PSA?

Assessment Evidence

Performance Tasks:

- Researching a health, safety, environmental, or social concern to use in the production of a public service announcement.
- Producing a PSA that is composed to affect a change in thought or action of an audience.
- Analyzing the most effective use of music and titles to support a message
- Design and Create a PSA Print Ad using Photoshop

Other Evidence:

- Do Now and Closure activities to review knowledge of the purpose of a public service announcement and techniques used
- Rubric
- Daily Participation Grade
- Check for Understanding
- Questioning
- Teacher observation

Benchmarks:

- PSA Presentation and Pitch
- Test – Public Service Announcement

Learning Plan

Learning Activities:

- PowerPoint presentation on PSAs
- Qualities and Elements of a PSA

Instructional Activities

- Research classic PSAs and identify the message, call to action and target audience
- “Stickies” Activity – students will identify the first word that comes to mind when they see a certain PSA topic

Project Based Activity

- Public Service Announcement – produce, write, film and edit a PSA with a clear message and Call to Action
- Elevator Pitch: Students will write a :30 second elevator pitch to share why their PSA is important
- Print Ad: Design a Print Ad for the PSA

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4;

4.0	Students will be able to: <ul style="list-style-type: none"> • Research a health, safety, environmental, or social concern to use in the production of a public service announcement • Develop a strategy to reach a target audience with a desired call to action
3.0	Students will be able to: <ul style="list-style-type: none"> • Deduce ways to create a PSA that is composed to affect a change in thought or action of an audience • Analyze the most effective use of music and titles to support a message • Edit and critique a PSA Print Ad that matches the message of the video
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how a successful public service announcement is produced
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.
Struggling Learners	<ul style="list-style-type: none"> • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability.
English Language Learners	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts.

	<ul style="list-style-type: none"> • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
Special Needs Learners	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes.

Interdisciplinary Connections

Indicators:

TECH.8.1.2: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A: Students demonstrate a sound understanding of technology concepts, systems and operations

TECH.8.1.2.B: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.2.C: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.2.E: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.2.C: The design process is a systematic approach to solving problems.

TECH.8.2.2.E - Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge

LA.11-12.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LA.SL.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SOC.9-12.1.4.2 : Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 09: Media and Marketing

Unit Description: Advertisers are very careful when constructing their ads to make them memorable and appealing to consumers, Students will learn effective persuasive techniques in advertising to convince a consumer to buy a product that is aimed toward a certain target audience. Students will strengthen their understanding of three persuasive techniques, pathos, logos, and ethos, and how they are essential in developing a marketing campaign. Students will work as a team to develop a brand for an advertising company. An original product or service will be created, and students will construct an entire marketing campaign to talk about special features of their product, convincing the consumer to buy what they are selling. This includes producing a commercial with a slogan and jingle, along with creating a print ad and radio ad to sell their product.

Unit Duration: 6 weeks (30 days)

Desired Results**Standard(s):****9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster**

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Indicators:

9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology

9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-AV.4: Design an audio, video and/or film production.

9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet and mobile)

Understandings:

Students will understand...

- Techniques used in commercials to hook the audience and draw in a potential buyer and build loyalty.
- Advertising employs persuasive techniques to sell a product.
- How to apply story development, directing and editing to create a persuasive commercial and radio ad.
- The difference between a Brand and a Logo.
- Color has a powerful psychological impact on people's behavior and decisions.
- Using the psychology of colors when creating a marketing campaign for a product or service.

Essential Questions:

- What are the various techniques advertisers use to reach audiences?
- How have commercials changed over the years?
- What is the difference between a Logo and a Brand?
- What is the meaning of certain colors in logos?
- What are effective techniques used in Radio Ads?

Assessment Evidence**Performance Tasks:**

- Create a media and marketing campaign using advertising strategies to target an audience
- Develop and create a video commercial for a product or service
- Develop and create a Logo, Slogan, Jingle for a product or service
- Design a Print Ad for a product or service
- Produce a Radio Ad to sell a product or service

Other Evidence:

- Do Now and Closure activities to review knowledge of advertising
- Rubric
- Daily Participation Grade
- Check for Understanding
- Questioning
- Teacher observation

Benchmarks:

- Advertising - Presentation and Pitch
- Test – Media & Marketing

Learning Plan

Learning Activities:

- PowerPoint presentation on key terms of advertising
- Discussion of the regulations on TV and what is allowed or not allowed in TV Commercials.
- Teacher will go over the differences between Logo and Brands
- Discussion of what certain companies want the consumer to believe about their product
 - What emotion is evoked from the company?
- Teacher will discuss effective techniques with logo design
- Discussion of types of logos

Instructional Activities

- Students will identify as many products by looking at the letter in a logo
- Students will get with a partner to research multiple commercials and analyze the techniques and the message for the commercials
- Top 10 business logos and their meanings
- Students will research Radio Ads and proper techniques on what to add to a Radio Ad

Project Based Activity

- Media and Marketing Campaign
 - Students will work in groups to create a media and marketing campaign creating an original product or service
 - Students will develop a slogan and jingle for their product
 - Students will create a logo with appropriate colors to match the feel of their company brand and product
 - Students will write an AV Script for a Commercial
 - Students will design a logo for their product using Photoshop
 - Students will film and edit a commercial for their product
 - Students will write a 0:15 radio ad, record and edit their radio ad using music and sound effects
 - Students will create a Print Ad for their Product
 - Students will write a :60 second Elevator Pitch for their product
 - Students will design a presentation for their product and pitch it to the class

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
 9.3.12.AV.1; 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.2; 9.3.12.AR-JB.3; 9.3.12.AR-JB.4;

4.0	Students will be able to: <ul style="list-style-type: none"> • Develop a strategy for a media and marketing campaign using advertising strategies to target an audience • Research and experiment with the psychology of colors when creating a marketing campaign to entice a target audience.
3.0	Students will be able to: <ul style="list-style-type: none"> • Classify techniques used in commercials to hook the audience and draw in a potential buyer • Organize persuasive techniques to sell a product • Identify the difference between a brand and a logo • Distinguish colors when designing a logo to create a powerful psychological impact on people's behavior and decision
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how to apply story development, directing and editing to create a persuasive commercial and radio ad
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
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