



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:	TV Broadcasting and Studio Production (926)																									
Grade Level(s):	10-12																									
Duration:	Full Year:	x	Semester:		Marking Period:																					
Course Description:	Technical skills and creative abilities developed in Communications Technology will be further refined and developed in Television Production. Complex student productions are expected to be technically, conceptually and artistically proficient. Highly polished final products will be the result of student research, writing, planning and working in a collaborative environment. Students enrolled in this course must be able to employ the design/problem solving loop to solve contemporary production problems. This course is designed to provide students with hands on experiences to advance their skills using video and audio tools and equipment. Students will concentrate on advanced video and audio editing techniques in combination with multiple software packages to create authentic productions. Students will produce the morning announcement broadcast “Wake Up Twp” and learn studio lighting, multiple camera shoots, audio mixing, technical direction, and rundown assembly. The course stresses completion of a digital portfolio of intensive television and radio projects that demonstrate technical skills in video and audio career pathways. Producing audio and video at an accomplished level will prepare students for the Monthly Rewind, which will further advance skill sets in the television and radio industry. Students will be exposed to management practices for television and radio broadcasts.																									
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><tr><th colspan="2">Daily Grade</th><th colspan="2">Final Grade</th></tr><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></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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Primary Resources:	<ul style="list-style-type: none">o Textbookso Projectoro Computers and Laptops																									

- Writing Utensil
- OneDrive / Unified Classroom
- 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 Advanced Television Production program, laboratory, course expectations and 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 studio production facility that consists of tools and equipment that is currently used throughout the industry for broadcast production. Personnel in the video production industry may be confronted with many hazards in the course of performing their duties. It is vital for workers to know and follow basic safety practices. Students will conduct a safety and health inspection of the facilities. The purpose of such a program is to recognize, evaluate and control potential hazards. Students will check for shock, tripping, burn, and ladder hazards.

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 TV Broadcasting and Studio Production.
- Identify the proper procedures of storing the cameras.
- Demonstrate the ability to have positive group discussions.
- Identify the type of camera they are using for class as well as the studio equipment.
- Understand and create a video digital 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 laboratory.

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
- 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:

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.

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.

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: TV Studio Operations

Unit Description: Video production requires a group of highly trained professionals operating specialized equipment. This unit will identify the various team members involved in studio television production and precisely what it is that they do. In addition, the students will receive in depth training on the operation on the various pieces of studio equipment and become familiar with the duties, responsibilities, and terminology associated with each.

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.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.3: Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

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.1: Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

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...

- Basic functions of a position that a crew member holds such as the director, camera operator and floor manager or a piece of equipment they are using such as cameras, video switchers, audio boards, microphones, and teleprompters play vital roles within a TV production.
- TV productions include newscasts, talk shows, and sportscast, which all have different requirements.
- The Director is ultimately responsible for all stages of production and for assuring the crew is properly executing their tasks.
- The Camera Operator is responsible for framing and holding a shot when commanded.
- The Floor Manager is responsible for communicating to the talent the commands of the Director verbally and nonverbally.
- The Audio/Sound Technician is responsible for the sound board, studio microphones and the audio levels of the production.
- The Technical Director is responsible for all visual elements in the control room and works closely with the director when switching between video sources.
- The Teleprompter Operator is responsible for controlling the size and speed of the script as it appears to the talent on the studio prompters.
- The VTR/Playback Operator is responsible for all commercials and stories that needs to be inserted in the show between and during live segments of the program.

Essential Questions:

- Why is it important to know and use the terminology that is associated with video production?
- Why is teamwork important in video production?
- Why is facility and equipment maintenance important?
- What are the steps to creating a cohesive news broadcast?
- What is the difference between a VO and a SOT?
- What does W.O.C.H.U stand for and how does it help when filming?
- How will segments produced for “Wake Up Twp” add to overall production of a news broadcast?

Assessment Evidence

Performance Tasks:

- *Wake Up Twp* - installment of a periodic live-to-tape information show for the school and community that demonstrates an organized use of studio equipment.
- Rotation through studio positions to master job responsibilities in producing a morning broadcast.
- Produce segments for *Wake Up Twp* broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride)
- Developing television programs that display proper use of control room equipment.
- Evaluating the best use of on-air talent vs pre-packaged materials
- Directing and communicating with a production crew.

Other Evidence:

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

<ul style="list-style-type: none"> Assessing time constraints for a program and evaluating what elements of the show need to be edited. 	
Benchmarks: <ul style="list-style-type: none"> Studio Position performance hands-on test weekly/bi-weekly Portfolio – Segment Video 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Students will review production positions through hands-on review inside the TV studio. Students will be introduced to the TriCaster video switcher and spend time practicing individually with the control room equipment under teacher supervision Students will identify basic functions of a position or piece of equipment. Students will organize and supervise a crew in the performance of their tasks while managing content that is being broadcast during a TV production. <ul style="list-style-type: none"> Apply the principles of framing and composition during a live and taped production Communicate with hand signals to prepare the talent for the director's commands. Discriminate between microphones and adjust audio levels as needed during a production. Perform the basic functions of the TriCaster Video Switcher such as implementing lower thirds graphics, transitions, and roll ins. Students will assess and implement the size and speed of the script for the needs of each on-air talent. Students will organize the content of all media players and prepare the media to be aired during a production "Wake Up Twp" – Show Rundown and positions <ul style="list-style-type: none"> Students will plan the flow for their episode of the morning broadcast. Students will learn the studio positions <ul style="list-style-type: none"> Anchor, TD, Audio, Graphics, VTR, Camera, Lighting, Teleprompter Rotation of positions for each show Manipulate the studio to switch between video inputs Manipulate the audio mixer to achieve optimum levels between multiple audio inputs Studio Director will choose videos for the morning broadcast show <ul style="list-style-type: none"> crew will prep the scripts input script in teleprompter create graphics for lower thirds set up studio cameras and test microphones Student anchors will practice reading in front of a camera to a target audience. <ul style="list-style-type: none"> Pronunciation and Enunciation Segment Producers will plan, film and edit segments to meet required deadlines for broadcast. 	

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.AR.1; 9.3.12.AR.2; 9.3.12.AR.3; 9.3.12.AR.6:	
4.0	Students will be able to: <ul style="list-style-type: none"> Decide which equipment and tools are necessary to properly direct a morning broadcast
3.0	Students will be able to: <ul style="list-style-type: none"> Comprehend the vital role of each crew member in a studio broadcast production as well as understand career opportunities Evaluate the best use of on-air talent vs pre-packaged materials Assess time constraints for a program and evaluate what elements of the show need to be edited
2.0	Students will be able to: <ul style="list-style-type: none"> Recall some equipment and tools necessary to properly direct a morning broadcast Recognize the steps to directing and preparing a morning broadcast

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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-AV.2; 9.3.12.AR-AV.3; 9.3.12.AR-AV.4;

4.0	Students will be able to: <ul style="list-style-type: none"> Develop a strategy to effectively direct and produce a live-to-tape studio broadcast
3.0	Students will be able to: <ul style="list-style-type: none"> Comprehend the role of each crew member in a studio broadcast for a live-to-tape production Demonstrate proficiency with terminology relating to crew members in a studio production Demonstrate proper directing techniques in communicating with a production crew Organize television programs that display proper use of control room equipment
2.0	Students will be able to: <ul style="list-style-type: none"> Identify basic terminology relating to crew members in a studio production Summarize some of the roles of each crew member in a studio broadcast
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster
9.3.12.AR-JB.1; 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"> Generate television segments that display proper use of control room equipment
3.0	Students will be able to: <ul style="list-style-type: none"> Edit the crew scripts for ease of directing and communicating to a crew for the morning broadcast Organize the content of the morning broadcast to develop a show rundown Revise the scripts to be initiate a smooth delivery of content to a target audience
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how a director edits a crew script for the morning broadcast Describe why it is important to organize the content for each morning broadcast
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:

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.

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 03: Student News Shows and Creating Packages

Unit Description: Students will explore the exciting world of news production and video packaging. They will learn the fundamentals of creating compelling student news show and producing video packages that tell engaging stories. These will be shown on the WTHS Wake-Up Township Morning Announcements show. Through hands-on experiences, students will gain practical skills in scripting, shooting, editing, and presenting news content. This unit will not only prepare students for careers in media and journalism but also foster critical thinking and communication skills.

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...

- The role of journalism and news production in society.
- The technical aspects of TV Production, including camera operation, video editing, camera switch, teleprompter control, graphics, and audio controls.
- The importance teamwork in news production.
- Ethical considerations in reporting and presenting different types of news stories.
- Effective communication and technical skills in the field of journalism.

Essential Questions:

- Why are news stories important?
 - What is the role of journalism in informing and shaping society?
 - How can we use technology to create compelling news stories?
 - What are the ethical responsibilities of a news producer.
 - How does collaboration impact the quality of a news show?
- What makes an effective on-camera presenter?

Assessment Evidence

Performance Tasks:

- Create content for the 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 a variety of segments for *Wake Up Twp* broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride)

Other Evidence:

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

Benchmarks:

- Produce a variety of news packages with minimal guidance
- Create video packages that effectively communicate stories.
-

Learning Plan

Learning Activities:

- Teacher instruction on types news stories.
- Class mock video of wake-up township episode
- Teacher demonstration of different technologies needed to produce a news show.
- Reporting and interview practice.
 - Students will learn to effectively write interview questions.
 - Students will operate cameras and microphones to film content for their specific segment.
 - Students will edit their video and audio footage together to create a 60-90 second video segment
- Recording of sporting events and school activities/events
 - Students will learn how to appropriate film and record
- Produce News Packages
 - Students will set edit video to create an interesting and compelling news package and incorporate additional elements (text, graphics, etc.) as appropriate.
- Students will trouble-shoot and correct simple issues that arise in filming and completing their news packages

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 a specific topic they'd like to focus their segments on and create both an intro and outro to be used with each produced video.
3.0	Students will be able to: <ul style="list-style-type: none"> • Differentiate between the types of news segments • Classify news segments based on local, national, and world events and how they impact the WTHS community.
2.0	Students will be able to: <ul style="list-style-type: none"> • Summarize the variety of sources in which news packages can be created
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:

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 04: Morning Announcements and Writing for Broadcast

Unit Description: A successful morning announcements program provides an inside look within a school community. Students will learn to create and produce a daily morning announcement show that incorporates submitted announcements as well as student-generated and edited content. Introductions/openings of a show grabs the attention of an audience and can be articulated through video and the poise of the anchors relaying the information on camera. The overall presentation and experience of a show will vary depending on the audience that the show is targeting. Students will coordinate and organize the content for a morning show, directing a production crew in the creation of a daily, live broadcast.

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).

9.3.12.AR-TEL.1: Demonstrate the use of telecommunications terminology, tools and test equipment.

9.3.12.AR-TEL.3: Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.

Understandings:

Students will understand...

- All segments of the school community should have a voice in the morning announcements.
- Key elements need to be updated on a daily basis such as relevant announcements, information on school events, submission deadlines, upcoming events, and sports schedules/games/scores.
- Graphics and visuals are used to help maintain the attention of an audience.
- Clear and consistent audio is as important as video because in TV production audio information must be coherent if information is to be effectively disseminated.
- Managing and organizing content can keep an audience's attention while a program's format remains the same.
- News stories must be written with a lead-in and tag
- Multiple sources are essential to creating an accurate portrayal of a news event or story.
- School news consists of any story that involves teachers, students, clubs, activities, classes, sports and arts.

Essential Questions:

- How does one determine what is presented during morning announcements?
- Why is it important to get the attention of an audience in a short amount of time?
- How does one make a show for a specific target audience?

Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Wake Up Twp - installment of a periodic live-to-tape information show for the school and community <ul style="list-style-type: none"> ◦ Create and produce a daily morning announcement show that incorporates submitted announcements as well as student-generated and edited content. ◦ Coordinate and organize show content • Produce segments for <i>Wake Up Twp</i> broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride) • Direct a production crew in the creation of a daily, live broadcast. • Collaborate with the Technical Director on the broadcasting of graphics and transitions. • Create playlists for the daily broadcast to playback during a show 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Grading Rubric • Check for Understanding • Questioning • Teacher observation • Daily Participation Grade
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Benchmarks:

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

Learning Plan

Learning Activities:

- Teacher will instruct and show examples on the variety of formats for a news broadcast
- Students will compile varied information from administrators, teachers, and clubs.
 - Edit information in preparation of a live show.
- Brainstorm and research stories to create a VO and VOSOT
 - Students will write a proper Anchor Script with Lead-In and Tags for all stories
- “Wake Up Twp” – Show Rundown and positions
 - Students will plan the flow for their episode of the morning broadcast.
- Student anchors will develop the anchor script for the show
 - Studio Hosts will practice their script
- Students will develop scripts masters in pre-production to be prepared for post-production editing.
 - Students will write anchor lead-ins and anchor tags.
 - Students will write A/V scripts
 - Students will write interview questions
- Broadcast final information through a live stream or other electronic distribution methods.
- Students will coordinate the continuous updating of key elements on a daily basis.
 - Edit information that represents daily submitted messages.
- Students will create relevant daily graphic elements for a show.
 - Integrate the created graphics through the morning announcements at appropriate times.
- Students will evaluate audio quality and levels for all talent that is used during the broadcast.
 - Modify soundboard faders accordingly to prevent over modulation.
- Direct a time sensitive, daily, and specific show.

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 the keys elements to be included in the morning show to broadcast relevant and concise information
3.0	Students will be able to: <ul style="list-style-type: none"> Distinguish the most appealing use of graphics to assist with clarity of the morning broadcast Demonstrate proficiency creating an environment with good audio in a studio production Organize graphics and visuals to help maintain the attention of an audience.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain the ways in which clear and consistent audio is as important as video Describe why graphics and visuals are used to help maintain the attention of an audience
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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

4.0	Students will be able to: <ul style="list-style-type: none"> Develop a strategy to adapt the morning announcements to include the school community as a whole
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 the news stories to include a well written lead-in and tag for the anchors Deduce the essential information to create an accurate portrayal of a news event or story.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how to relay pertinent information correctly to share with the school community through writing of the announcements and news stories
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.

	<ul style="list-style-type: none"> • 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.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.W.11-12.4 - 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.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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 05: Camera Handling and Shot Composition

Unit Description: The television camera is the single most important piece of production equipment. Other production equipment and techniques are greatly influenced by the cameras technical and performance characteristics. This unit will cover how cameras work, studio and ENG configurations, the parts of a camera, electronic characteristics, operational characteristics, lenses, and camera mounting equipment. In addition, camera handling, operation, and picture composition will be demonstrated.

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.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...

- Camera configurations vary depending on their application, either studio or Electronic News Gathering (ENG).
- Electronic characteristics and operational characteristics have a direct effect on picture quality.
- The industry requires that specific terms be used when referring to camera operation and movement.
- Each type of camera shot has a specific application.
- The rule of thirds must be applied when considering all camera shots.

Essential Questions:

- Why are there different camera configurations?
- What are the basic components of all video cameras?
- Why is camera terminology important?
- Why is shot composition extremely important?

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.
- Produce segments for *Wake Up Twp* insertion (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride)

Other Evidence:

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

<ul style="list-style-type: none"> • School and Community public relations, promos, and commercials • Field production of sporting events and school events 	
Benchmarks: <ul style="list-style-type: none"> • Studio Position performance hands-on test weekly/bi-weekly • Portfolio – Segment Video 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ○ Teacher demonstration of DSLR operation. ○ Teacher demonstration of studio camera production equipment. ○ Students will apply their knowledge of camera principles to new studio equipment. ○ Studio production of the morning announcement news broadcast <ul style="list-style-type: none"> ○ Students will operate studio cameras for show ○ Field production of sporting events and school activities/events <ul style="list-style-type: none"> ○ Students will operate location equipment to capture necessary footage for morning show segment ○ Production News Packages <ul style="list-style-type: none"> ○ Students will set up and operate the correct camera for field production to produce desired news package. 	

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.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 camera configuration for both studio filming and Electronic News Gathering (ENG)
3.0	Students will be able to: <ul style="list-style-type: none"> • Classify specific terms be used when referring to camera operation and movement • Compare and contrast the types of camera shots to match a specific application • Identify errors in camera composition when the rule of thirds is not considered in interviews • Distinguish the electronic and operational characteristics that have a direct effect on picture quality
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe the relationship between camera shots and angles for a specific application • Explain the ways in which the rule of thirds is important for filming interviews
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.

	<ul style="list-style-type: none"> • 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.11-12.6: 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 06: Lighting

Unit Description: Lighting means to control light and shadows for three principal reasons: to help the television camera to produce technically optimal pictures, to help viewers recognize what people and things look like and where they are in relationship to one another and to their immediate environment, and to establish for the viewer a specific mood that intensifies the feeling about the event. This unit will cover the lighting instruments and controls needed to accomplish these lighting objectives.

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...

- A scene and set must be lit properly for a camera to work efficiently.
- Lighting helps to establish the mood of a scene.
- Different types of lighting instruments are used to address different lighting situations.
- Three-point-lighting is the form of lighting most often used to light a person.
- Light temperature effects how a camera reproduces color.
- Lighting is one of the most dangerous facets of video production.
- Because lighting instruments operate at high temperatures, care must be taken to avoid injury.

Essential Questions:

- Why is proper lighting important in video production?
- How can lighting change the mood of a scene?
- How does light temperature effect color reproduction?
- What is the most common form of lighting used in video production?
- What are some hazards associated with lighting?

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.
- Produce segments with good lighting for *Wake Up Twp* broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride)
- Design the lighting grid for a TV production set.
- 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 (Lighting) performance hands-on test weekly/bi-weekly
- Portfolio – Segment Video

Learning Plan

Learning Activities:

- Teacher instruction on various lighting instruments
- Teacher demonstration of studio lighting production equipment.
 - Studio lights and digital lighting board instruction
- Studio production of the morning announcement news broadcast
 - Students will learn to effectively light a studio recording session and demonstrate the proper lighting of a studio scene.
 - Students will operate dimmer boxes, lighting grid and lighting board for the morning show
- Production News Packages
 - Students will identify the proper lighting of an ENG scene to produce desired news package with a good lighting on the subject.
- Students will trouble-shoot and correct simple lighting 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"> • Select the best type of lighting for the various studio productions and morning broadcast
3.0	Students will be able to: <ul style="list-style-type: none"> • Assess the proper lighting techniques in order for a camera to work efficiently in the studio • Identify issues when three-point-lighting is not used in lighting a subject during a studio production • Compare and contrast the different light temperature and the effect on how a camera reproduces color
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how to care for lighting instruments to avoid injuries during a studio production
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.

	<ul style="list-style-type: none"> • 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.11-12.6 - 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 07: Editing and Graphics

Unit Description: Almost all video projects are edited in some way, either during or after the actual production. Rules of composition are similar in video and graphic images. This unit will cover the process of editing after the production known as post-production using interchangeable software Adobe Premiere and Adobe Photoshop. Students will examine basic editing functions, editing systems and the use of graphics in video. It will help the student sharpen their aesthetic judgment covering the why and how of shot assembly. The three stages of TV and video production, pre-production, production and post-production, all work together to create an efficient and effective project. Non-linear editing will be the major focus of this unit with the understanding that videos can be edited in a variety of ways in order to tell a story.

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...

- 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.
- Text projects in Photoshop and Adobe Premiere Pro are interchangeable.
- Panels and tools in both Photoshop and Adobe Premiere Pro have similar uses.
- Images created in Photoshop can be used in Adobe Premiere Pro.

Essential Questions:

- What makes non-linear editing a more cost effective method of editing?
- How would an artist choose their video editing software in order to produce their creative vision?
- How does proper video editing contribute to the final story?
- What are some things to consider when preparing to do post-production editing?
- How do you visually compose a still image?
- Why would one create text in one program and use it in another?
- What types of tools could one use with both moving and still images?
- When would one use a Photoshop image in Adobe Premiere Pro?

Assessment Evidence**Performance Tasks:**

- Arrange a workspace in Adobe Premiere that is logical and efficient for a short project.
- Produce and edit a segment for *Wake Up Twp* broadcast (ex: Intros, Staff and Student Insider Edition, Campus Corner, Commercial, Sport, PSA, Points of Pride) using Adobe Premiere
- Display the proper composition of video and audio film clips and recognizes the importance of sequencing and transitions.
- Design text using two or more tools.
- Customize the workspace to edit photographs and internet images.

Other Evidence:

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

Benchmarks:

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

Learning Plan

Learning Activities:

- Teacher instruction on non-linear editing software
 - Students will review the interface and basic workflow of Adobe Premiere and practice following a teacher demonstration
- Students will familiarize themselves with the computer editing systems
 - Students will review the basic principles of organizing files and using the Mac computers in the video lab
 - Create project folders and portfolio bins
- Students will use the developed scripts masters from pre-production use them in the post-production editing
- Production News Packages
 - Students will take footage captured for news package 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
 - Create and edit music and graphics to enhance projects
- 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 tools
 - Customize the workspace to edit photographs and internet images

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 and Photoshop interchangeably to customize a specific project with video and graphics • Select the best digital tools to create graphics for an intended audience while applying elements of design
3.0	Students will be able to: <ul style="list-style-type: none"> • Format text and images in editing software programs • Categorize the elements of good design when creating graphics • Edit video and digital images within a software program. • Distinguish between types of computer graphics, such as bitmap, jpeg, and vector images
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 a software program • Paraphrase how the tools in Adobe Premiere and Photoshop have similar uses
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

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.

	<ul style="list-style-type: none"> • 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:

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 08: Commercials and Promos

Unit Description: Commercials and promotional content drive income for networks but also serve as a critical way to market products and provide information. In this unit, students will explore the art of creating commercials and promotional videos for the morning announcement show "*Wake-Up Township*." They will learn the essential elements of effective advertising and marketing through video production. Students will have the opportunity to plan, shoot, and edit commercials that promote school events, clubs, and important announcements. This hands-on experience will not only develop their technical skills but also enhance their creativity and understanding of persuasive media.

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...

- The role of advertising and promotional content in media.
- Different marketing and persuasive communication principles used in video production.
- The creative aspects of storytelling in advertising.
- Creative writing strategies to help them in producing a final commercial or promotional video.

Essential Questions:

- How do we effectively capture the attention of our audience through video?
- What makes an advertisement or promotional video persuasive?
- How can we use technology to create compelling promotional content?
- What role does collaboration play in the production of effective commercials?

	<ul style="list-style-type: none"> How can storytelling enhance the impact of a promotional video?
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Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> Studio Production of <i>Wake Up Twp</i> - 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. Produce segments with that encompass basic marketing and persuasive communication strategies for <i>Wake Up Twp</i> broadcast. Design a commercial for a school group to promote their upcoming event or activities. School and Community public relations, promos, and commercials 	Other Evidence: <ul style="list-style-type: none"> Grading Rubric Check for Understanding Questioning Teacher observation Daily Participation Grade
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Benchmarks:

- Test on marketing and persuasive communication strategies used in commercials/promotional videos
- Portfolio – Segment Video (Commercial)

Learning Plan

Learning Activities:

- Teacher instruction on marketing and persuasive communication strategies.
- Teacher provides examples of student created commercials/promotional videos for inspiration.
- Students brainstorm and outline ideas for a commercial to air on Wake-Up Township Morning Announcements.
 - Students will use graphic organizers, various softwares, and other student and staff interactions to solidify topic of commercial.
- Production News Packages
 - Students will show that they can identify the proper concepts of marketing and persuasive communication by producing a final commercial.
- Students will trouble-shoot and correct simple issues that may arise in the filming, recording, editing, and airing of their commercial.

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"> Create persuasive and engaging concepts for promotional videos Produce promotional videos that effectively promote school events and announcements.
3.0	Students will be able to: <ul style="list-style-type: none"> Collaborate effectively individually and as a team to produce high-quality promotional content Analyze and evaluate promotional content for its persuasive impact. Understand and apply
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how marketing principles are used in video production

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.
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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
<p>Indicators:</p> <p>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.</p> <p>TECH.8.1.2.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>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.</p> <p>TECH.8.1.2.E - Students apply digital tools to gather, evaluate, and use information.</p>

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.

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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.

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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: Careers in TV and Video Production

Unit Description: There are a variety of jobs available in the television and related industries. In this unit students will be exposed to those job opportunities. Students will begin to identify their skills and interests that they will use to assist them in researching career opportunities. They will research the skills necessary to apply and compete for positions in the television industry. In addition, they will explore the education required to succeed in the communications industry.

Unit Duration: 2 weeks

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.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

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

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: <i>Students will understand...</i> <ul style="list-style-type: none"> • There are a variety of career opportunities within the TV and video production industry. • The video production industry is very competitive and requires hard work and dedication. • Education is important for career advancement. • Internships are valuable learning experiences. • Portfolio is a good way to showcase their talents and abilities. • They must master certain skills if they wish to compete for employment in this field. 	Essential Questions: <ul style="list-style-type: none"> • What are some careers in the field of video production field? • What are some ways to prepare for a career in the video production field? • What are the working conditions like in the TV and video production field? • What types of skill are necessary to compete for jobs in the TV and video production field? • What is a portfolio? • How do you determine what should be included in a college portfolio?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Portfolio development that demonstrates creative skills and diversity in the TV and Video production industry 	Other Evidence: <ul style="list-style-type: none"> • Grading Rubric • Check for Understanding • Questioning • Teacher observation • Daily Participation Grade
Benchmarks: <ul style="list-style-type: none"> • Portfolio Development 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ○ Students will listen to guest speakers from colleges and companies in the industry ○ Students will participate in industry related Field Trips ○ Internet research to look up career options in the TV and video production field ○ Participation in career related job experiences ○ Consider factors in selecting and choosing a career ○ Students will develop a basic video portfolio. 	

Unit Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Standard(s): 9.2 Career Awareness, Exploration, and Preparation 9.2.12.C.1; 9.2.12.C.3; 9.2.12.C.5; 9.2.12.C.6; 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 9.3.12.AV.1; 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"> • Research the variety of career opportunities within the TV and video production industry.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify the various educational opportunities for career advancement • Evaluate various internships that offer valuable learning experiences in the TV and video production industry • Organize and identify categories in a portfolio to showcase talents and abilities. • Predict the skills necessary to master in order to compete for employment in this field
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how the TV and video production industry is competitive • Explain the ways in which to compete in the TV and Video production industry
1.0	With help, partial success at level 2.0 content and level 3.0 content:

0.0	Even with help, no success
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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.
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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
<p>Indicators:</p> <p>WORK.K-12.9.1 - All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.</p> <p>WORK.K-12.9.1.A.1 - Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.</p> <p>WORK.K-12.9.1.A.2 - An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</p> <p>WORK.K-12.9.2 - All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.</p>

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.