



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:	Advanced TV Broadcasting and Video Production (928)					
Grade Level(s):	11-12					
Duration:	<i>Full Year:</i>	x	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>This advanced elective is for students who are serious about pursuing a career in TV production, broadcast journalism, or other related communications tracts. Student will be part of a crew that produces a video news magazine, <i>Monthly Rewind</i>, which looks back of the previous month's happenings at WTHS. This is a student produced and directed show that airs over a local access channel that reaches fifty-thousand residents. Students will also be responsible for two assignments per marking period, producing plays, concerts, graduation commencement ceremonies, and other live performances as they work in a mobile environment, including a production truck and portable studio. Students who enroll in this course are eligible for an afterschool employment position with the Telecommunications Work-Study Program and are paid through an enterprise account to tape these after school and evening events. Students will master advanced editing techniques using the Adobe Master Suite to create video and audio productions. Students will work in a studio and control room to learn lighting, multiple camera shoots, audio mixing, technical direction and rundown assembly. The course stresses intensive work on complex video and audio productions that will become a part of a broadcast for the local cable television station. The process of producing video and audio at an accomplished artistic, conceptual, and technical level will be further supported by those writing, research, and collaborative learning elements necessary for designing and implementing a highly polished, final product. In addition, the students must be able to employ the design and problem-solving loop to solve production problems. Students will be required to submit audio and video productions that will become a part of a complex broadcast on the local cable television station. Students will be exposed to managerial aspects of broadcasting. This course will prepare students for post-secondary studies in audio-visual field of communications technology. Grades, performance in previous communications courses and an application process will be used to screen potential candidates. Students will be required to work independently, as well as in large groups, and keep a portfolio of his/her completed activities which will be incorporated in the cumulative assessment process. Students will assume management roles associated in a television studio.</p>					
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> <p><i>Daily Grade</i></p>					

	<i>Final Grade</i>		
	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%	
FINAL GRADE (Y1) is calculated: S1 + S2 = Y1			
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.			
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.			
Primary Resources:	<ul style="list-style-type: none"> • Textbooks • Projector • 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
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Under the Direction of:	Ms. Malika Moore
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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: <i>Students will understand that...</i> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Explore Classroom and TV studio to indicate understanding of classroom management and procedures. 	Other Evidence: <ul style="list-style-type: none"> Check for Understanding Questioning Teacher observation Daily Participation Grade
Benchmarks: <ul style="list-style-type: none"> 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.

	<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.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 Production Review	
Unit Description: A television production is a collaborative process that includes a production crew and requires a group of highly trained professionals operating specialized equipment. This unit will review the various team members involved in studio television and field production, demonstrating how multiple producers are involved with a broadcast production to benefit overall efficiency. The students will further enhance their in-depth training on the operation on the various pieces of studio equipment and field experience, as well as 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: <i>Students will understand...</i> <ul style="list-style-type: none"> • Work within a team framework to produce desired goals and communication products • Organize both in-studio and field reports/segments. • Integrate the responsibilities and work product of other producers in a television production. • The steps to prioritizing stories and segments for inclusion in the final broadcast by level of importance or relevance. • Produce news packages and segments that incorporate A-Roll (interviews) and matching B-Roll footage. • Appraise audio equipment for its appropriateness in field use. • Identify key characteristics of each preproduction crew member and how their role fits into the final product. • Choose a crew member role relating to preproduction based on personal interest. • Evaluate production positions and identify which positions to explore in greater depth. 	Essential Questions: <ul style="list-style-type: none"> • How does one determine their production crew is complete? • How does having multiple producers working on a show benefit the production's efficiency? • How does one choose a program format for their show relative to content? • How can one determine the skills needed to perform well in a production position? • How will news packages produced for "Monthly Rewind" add to overall production of a broadcast style news show?

- Communication in the studio and the field is the key to success.

Assessment Evidence

Performance Tasks:

- *Monthly Rewind* - installment of a monthly information show for the community
- Creating a 30-60minute broadcast show incorporating the fundamentals of a TV production.
- Creating a short 3-5 minute News Package to insert into the Monthly show
- Demonstrating proper camera composition during a news interview and variety of camera shots for matching b-roll footage.
- Demonstrating proper microphone technique during a news interview.
- Demonstrating each crew member's role within the production and their responsibilities.

Other Evidence:

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

Benchmarks:

- Studio Position performance hands-on test monthly
- Portfolio – News Package Video

Learning Plan

Learning Activities:

- Students will explore various crew members, roles and their impact on the final production.
- Students will have opportunities to meet real-life crew members in the profession either in person or through an online collaboration session.
- Students will review field equipment
- Students will participate in an interview technique exercise
- Student Producers for Monthly Rewind oversee specific stories and/or newscast segments.
 - Prep and write the hosts script for the filming
- Students will organize an in-studio production using multiple cameras.
- Students will design the "set" for Monthly Rewind to film the episode
- Students will prep the teleprompter for the Monthly Rewind show.
- Filming of Monthly Rewind Episode in the studio
 - Students will run studio positions
 - Students will direct the show
- Students will edit the 30-60minute show, incorporating the studio filming with the 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.AR.1; 9.3.12.AR.2; 9.3.12.AR.3; 9.3.12.AR.4:	
4.0	Students will be able to: <ul style="list-style-type: none"> Decide which equipment and tools are necessary to properly direct a monthly style news show
3.0	Students will be able to: <ul style="list-style-type: none"> Comprehend the vital role of each crew member in a studio production and field 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 monthly style news show Recognize the steps to directing and preparing a monthly style news show
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.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 studio production of a monthly style news show
3.0	Students will be able to: <ul style="list-style-type: none"> Comprehend the role of each crew member in a studio production for a monthly news show 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 and field production Summarize some of the roles of each crew member in a studio broadcast and field production
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 a monthly news show Organize the content of the monthly news show 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 a monthly news show Describe why it is important to organize the content for each monthly news show
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.
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Interdisciplinary Connections

Indicators:

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

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

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

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

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

LA.W.11-12.1 - 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 03: Writing and Producing a Newscast

Unit Description: A news story must reflect multiple views on a subject, not just one. Writing for broadcast begins with thinking about your audience and how information will affect that audience. Writing for broadcast consists of many elements that can capture and audience and create understanding for the first time. Research is essential for accurate news reporting, creating a program that can be both informative and entertaining. Students will learn that delivering information to listeners and viewers is of primary importance. The audio or visual impact of a story is another important consideration in the selection of news for 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...

- Work within a team framework to produce desired goals and communication products
- News-gathering consists of research, interviewing individuals important to a news story, and corroborating accuracy of information gathered.
- 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.
- File management of imported media helps production run smoothly.
- A large volume of B-Roll footage is necessary to building a complete news story.
- Community news consists of any story that involves the local community such as town politics, construction, local businesses, parks and recreation, fundraising events, and local theatre.
- Each production position requires specific skills that are interrelated.

Essential Questions:

- Why is it important to determine the value of someone's views on a topic when deciding what to include in a news story?
- How can one determine what sources should be used when investigating news?
- How can one identify the situations that require a program to be both informative and entertaining?

Assessment Evidence

Performance Tasks:

- *Monthly Rewind* - Create a monthly news broadcast targeted towards the local community that includes news packages to highlight the most important stories.
- Perform in each production position (Director, Technical Director, Camera Operator, On-Air Talent, Teleprompter, Audio Technician, Floor Manager).
- Creating a news broadcast targeted towards a high school viewership.

Other Evidence:

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

Benchmarks:

- Studio Position performance hands-on test monthly
- Portfolio – News Package Video

Learning Plan

Learning Activities:

- Teacher will review and show examples on the variety of formats for a news broadcast
- Students will construct a news broadcast that integrates multiple areas of interest to the student body.
- Students will construct a news broadcast that integrates multiple areas of interest to the local community.
- Students will brainstorm and research news package
 - Develop questions
 - Correspondence with interviewee/teacher
 - Identify location, background and necessary props and equipment

- Students will produce a news package
 - Prep, write and record their script/narration for the filming of their news package for Monthly Rewind
 - Gather b-roll footage that will cover the length of interviews and in-studio news copy
 - Edit news package with the proper balance of narration, interviews, music and b-roll
- Student Producer will create a script that is easily understood by the production crew.
- Students will identify various production positions and equipment in the television studio

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 monthly news 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 monthly show • Demonstrate proficiency creating an environment with good audio in a studio production and field productions • 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 host scripts 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 hosts • 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. • 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 04: Writing News for Social Media

Unit Description: In this advanced high school TV production unit, students will dive into the dynamic world of writing news for social media. They will explore the nuances of crafting concise, engaging, and impactful news content tailored for various social media platforms. Students will gain a deep understanding of the role of social media in modern journalism and learn how to leverage its power for effective storytelling and audience engagement. By the end of this unit, students will be well-equipped to produce news content optimized for social media dissemination.

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...

- There are many elements to consider when producing social media content
- How to utilize social media platforms effectively for news distribution.
- Writing concise and engaging news content for various social media channels.
- Applying audience analysis techniques to tailor news content for specific platforms.
- Implement ethical considerations in social media news reporting.
- Analyze and critique social media news content for impact and engagement.

Essential Questions:

- How does social media impact the way news is consumed and distributed?
- What are the unique characteristics of different social media platforms and their implications for news writing?
- How can we engage and influence our audience through social media news content?
- What ethical considerations must be taken into account when reporting news on social media?
- What techniques can enhance the effectiveness of storytelling in a digital context?

Assessment Evidence

Performance Tasks:

- Analyze and select appropriate social media platforms for news distribution.
- Write and publish news content tailored for specific social media channels.
- Conduct audience analysis and apply engagement strategies.
- Evaluate and critique social media news content for engagement and impact.
- Develop and present a comprehensive social media news strategy.

Other Evidence:

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

Benchmarks:

- Creation and publication of engaging news content for various social media channels
- Development and presentation of a strategic plan for social media news dissemination.

Learning Plan

Learning Activities:

- Teacher demonstration of news sources on social media platforms
- Teacher demonstration of various social media tools and resources for creating and writing news content
- Student writing and editing news content for specific social media channels
 - Students will write multiple stories and modify base on the social platform information is being posted on.
 - Students will create all content and utilize studio technology if needed/necessary to enhance their stories.
- Field production of sporting events and school activities/events
 - Students will create content to advertise their stories from specific locations.

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

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

4.0	Students will be able to: <ul style="list-style-type: none"> Select the best camera configuration for both studio filming and field productions
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. 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.

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

Indicators:

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

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

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

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

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

LA.W.11-12.1 - 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: Real Time Narrative

Unit Description: Telling real time narratives allow the audience to feel a connection with the film's characters and relate to the story being produced. This unit will impact each student in the classroom through writing skills development, and the engaging use of technology to tell their story. Students will be highly immersed during the project because the storytelling will be personally relevant, and they will be able to use audio, video and graphics in an interesting way.

Unit Duration: 4 weeks

Desired Results

Standard(s):

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

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

Indicators:

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

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

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

Understandings:

Students will understand...

- The time allotted for a story to unfold will dictate a director's use of composition.
- Multiple plot points can be revealed in a single scene or shot.
- Characters can be assigned personalities and importance by their placement in a frame.
- Typography can assist the director in setting a mood before a film's narrative begins.
- Color, size, font type, and movement can in and of themselves represent emotion or meaning.

Essential Questions:

- How do time constraints affect the way in which one tells a story?
- What would be considered universally shared experiences?
- How does time alter meaning?
- How are our perceptions changed by color and shape?

Assessment Evidence

Performance Tasks:

- Compose and produce a story that can be told in under three minutes and with a limited number of shots.
- Design shots that serve multiple purposes.
- Construct framing so the actor's placement contributes to the narrative.
- Display how to effectively use the Adobe Premiere Pro title template.
- Demonstrate how to make text roll and crawl.
- Invent new text from title templates.
- Identify the proper use of color for a scene or background.
- Apply strokes or drop shadows to text

Other Evidence:

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

Benchmarks:

- Production of a Narrative Short Film

Learning Plan

Learning Activities:

- Teacher will review Types of Narratives and key traits of narrative
- Students will identify effective Narrative techniques
- Narrative Short Film – produce, write, film and edit a narrative video
 - Develop narration to express feelings on a topic and/or scenario related to the students' lives
 - Write a narration and dialog for Narrative
 - Capture video footage that interprets the narration
 - Edit narration, video footage and music together to tell a story that evokes emotion for the audience
- Students will submit Narratives into a film festival or contest for industry feedback

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"> • Develop a strategy to produce a story that can be told with a limited number of shots
3.0	Students will be able to: <ul style="list-style-type: none"> • Classify camera shots that are designed to serve multiple purposes in telling a story • Construct what would have to happen to the framing of the composition, so the actor's placement contributes to the narrative • Compare and contrast typography to determine what mood will be set before a film's narrative begins
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how the time allotted for a story to unfold will dictate a director's use of composition
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.A - Students demonstrate a sound understanding of technology concepts, systems and operations

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

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

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

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

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

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

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

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

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Unit Title: Unit 06: Field Production and Live Remotes

Unit Description: Live programming, especially sports, is a powerful tool and attracts a large, dedicated TV consumer base as viewers want to discuss news and events of the day. All remote productions contain many moving parts that must be coordinated for a successful production. Many different microphones are needed to capture sound during a live production and camera operators must be skilled at determining the best angles for event coverage.

Unit Duration: 4-6 weeks

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...

- Camera placement is going to vary depending on the type of event that is being filmed.
- Filming a sports game requires fluid camera movements for correct and dynamic coverage of a game.
- Handheld (dynamic) microphones are utilized in the field by reporters for quick setup and interviews.
- Lapel (lavalier) microphones are utilized in the field to pick up audio from a single subject on camera.
- Shotgun (cardioid) microphones are utilized in the field to capture sound coming from a specific direction.

Essential Questions:

- How does a director effectively coordinate multiple areas of a production together to ensure a quality broadcast?
- How do you determine the best type of microphone to use during an interview?
- Why do pickup patterns make a difference when selecting microphone type?
- How do you select the best areas to setup your cameras for proper coverage?
- How do you setup a tripod to ensure full flexibility in shot design?

<ul style="list-style-type: none"> • A live remote director must oversee all technical positions during the production and is an intricate part of the pre-production process. • Pre-production requires a site visit (in-person or virtually) to establish a plan for setup and broadcast. • Cables on a live remote must be kept coiled in a specific fashion to prevent tangling and wire damage. • Camera coordination is paramount in the production of a concert event. • Using a video switcher allows a director to view multiple camera angles at the same time, thus creating a multi-camera production which will be able to cover various types of sporting events. • In a live TV production, the program monitor output will be used as the source to stream an event live using an HD video switcher connected to an online streaming service. • SDI Cameras are cameras that use a professional level video connector to interface with HD video switchers. • Field production cameras can be used for both live production remotes and for sideline interviews/coverage. 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Apply knowledge of cinematography to correctly position and operate cameras on a remote production of various types of events. • Manipulate a tripod head's settings to enable fluid camera motion. • Demonstrate proper handheld microphone positioning technique during a live TV remote. • Prepare an interview subject with a lapel microphone. • Apply knowledge of shotgun microphone pickup patterns to determine best positioning on location. • Demonstrate proper directorial commands and skills inside the control room during a live broadcast. • Evaluate a remote location to determine special needs for a broadcast. • Manipulate video and audio wires into proper coils for storage. • Evaluate multiple camera angles and determine the order cameras will be used to properly represent the event which is being filmed. • Create a production suitable for live streaming to the general public. • Select cameras to use for a broadcast that feature the correct connections for use with an HD video switcher. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Grading Rubric • Check for Understanding • Questioning • Teacher observation • Daily Participation Grade

<ul style="list-style-type: none"> Analyze different types of cameras and use the appropriate camera for the sport or event they are filming. 	
Benchmarks: <ul style="list-style-type: none"> Producing a live multi-camera production of a sporting event Producing a live multi-camera production of a school activity and/or performing arts event 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Teacher will demonstrate proper techniques and instruction for setting up a live multi-camera production. Students will create a live, remote, multi-camera production of a sports game or event. <ul style="list-style-type: none"> Students will plan a design for camera placement. Students will work with microphone types and positioning. Students will direct the live remote. Students will review control room operations. Students will operate an HD video switcher. Students will demonstrate proper cable maintenance and management. 	

Unit Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Standard(s): 9.3 Career and Technical Education - Arts, A/V Technology, & Communications Career Cluster 9.3.12.AV.2; 9.3.12.AV.3; 9.3.12.AV.4; 9.3.12.AR-JB.2; 9.3.12.AR-JB.3; 9.3.12.AR-JB.4;	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze different types of cameras and use the appropriate camera for sporting or live event Evaluate multiple camera angles and determine the order cameras will be used to properly represent the event which is being filmed
3.0	Students will be able to: <ul style="list-style-type: none"> Camera placement is going to vary depending on the type of event that is being filmed. Demonstrate proper directorial commands and skills inside the control room during a live broadcast. Evaluate a remote location to determine special needs for a broadcast. Organize video and audio wires into proper coils for storage.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe the key parts of filming a sports game to capture dynamic coverage of a game
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.

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 07: Portfolio

Unit Description: A student portfolio is a way of collecting and organizing academic, extracurricular and job-related experiences. It is a compilation of work that reflects what was most important to a high school student and how he/ she managed time and responsibilities – very important indicators of future success. The portfolio is designed to provide a place for students to showcase various styles of work.

Unit Duration: On-Going

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:

Students will understand...

- College requirements for portfolios such as visual style, technical camera skills, storytelling abilities, and dialogue writing are elements on which colleges will be focusing.
- Written elements such as screenplays can be submitted to enhance one's college portfolio.

Essential Questions:

- How do you determine what should be included in a college portfolio?
- How does one best emphasize their storytelling abilities?
- 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?

<ul style="list-style-type: none"> • A short narrative portraying a simple story best reflects the strengths and abilities of a filmmaker applying to college. • Narratives without dialogue can better display a filmmaker's storytelling abilities. 	<ul style="list-style-type: none"> • What types of skill are necessary to compete for jobs in the TV and video production field? • What is a portfolio?
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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
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Benchmarks:

- Continued Portfolio Development
- NOCTI Test – Television Production
- Adobe Certified Associate

Learning Plan

Learning Activities:

- Students will listen to guest speakers from colleges and companies in the industry
- Students will participate in industry related Field Trips
- Participation in career related job experiences
- Analyze multiple college portfolio requirements and select a portfolio element that is their strength.
- Students will expand on their video portfolio.
 - Compose writing samples for submission to a college program such as a script or treatment.
 - Produce a 5-minute narrative that reflects their strengths in filmmaking and the college's requirements.
 - Create and write a scene that communicates an emotion without the need for dialogue

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

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"> • Organize elements such as visual style, technical camera skills, storytelling abilities, and dialogue writing for a college portfolio • Identify the various educational opportunities for career advancement • Evaluate various internships that offer valuable learning experiences in the TV and video production industry • 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 the written elements that can be used to enhance a college portfolio • Summarize various elements that can be required in creating a college portfolio in this industry

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	
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Interdisciplinary Connections
Indicators: WORK.K-12.9.1 - All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

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.

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.

WORK.K-12.9.2 - All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

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.

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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.

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Indicators:

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

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

CRP4. Communicate clearly and effectively and with reason.

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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