



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:	Field Experience in TV Production (960)																													
Grade Level(s):	12																													
Duration:	Full Year:	x	Semester:		Marking Period:																									
Course Description:	<p>The course expands on the production of the long running television program, <i>Monthly Rewind</i>. Students enrolled in the course will assume ownership over managing the production and act as producers for the show as well as a variety of sporting events, live performances, student activities and more. Structuring the course to mirror the operations of a television studio promotes a set of core skills valued by the high school's professional staff. To successfully support quality programming, students need to collaborate with each other, establish transparent lines of communication and think critically about current and potential programming. Additionally, infusing <i>Monthly Rewind</i> into the classroom will allow for cross-curricular projects involving other WTHS offerings. This advanced level course will also explore aspects of filmmaking using previously acquired skills to guide the students through the creative art of filmmaking. Instruction will examine and include a variety of approaches to visual storytelling with character development, dramatic structure, script and screenplay writing, cinematic techniques and production concepts. Students will hone their skills using advanced equipment and techniques creating a visual approach to written material gaining professional development in pre-production planning, directing, writing and cinematography. Students will master digital storytelling with the creation of advanced narratives, short films, documentaries, music videos and more. Students will advance their editing techniques using the Adobe Master Suite to create video and audio productions. 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. This course will prepare students for post-secondary studies in audio-visual field of communications technology.</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> <table><tr><td colspan="2"><i>Daily Grade</i></td><td colspan="2"><i>Final Grade</i></td><td></td></tr><tr><td>Daily Grade & Participation</td><td>20%</td><td></td><td></td><td>Semester 1 (MP1/MP2)</td></tr><tr><td>20% / 20%</td><td></td><td></td><td></td><td></td></tr><tr><td>Classwork/Homework</td><td></td><td>20%</td><td></td><td>Semester 2</td></tr><tr><td>(MP3/MP4)</td><td>20% / 20%</td><td></td><td></td><td></td></tr></table>					<i>Daily Grade</i>		<i>Final Grade</i>			Daily Grade & Participation	20%			Semester 1 (MP1/MP2)	20% / 20%					Classwork/Homework		20%		Semester 2	(MP3/MP4)	20% / 20%			
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	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.			
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 final course of the TV Production program, laboratory, course expectations and an overview of the industry. Additionally, students will review the importance of the classroom digital workflow to maintain an organizational process for importing, exporting and storing video projects. Students will become more familiar 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): 9.3 Career and Technical Education 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.	
Arts, A/V Technology, & Communications Career Cluster	
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.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 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.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: Scriptwriting and Screenplays

Unit Description: Script writing is the process of writing stories in the screenplay medium. Script writing is writing down the movement, actions, expression and dialogue of the characters in a screenplay, in a specific format. Using script writing in the classroom can be very beneficial for student learning. Script writing gives students reason to look at the form of the story, characterization, what descriptions are essential/unessential to understanding and interpreting the story. Students can develop their own scripts with or without the use of a text.

Unit Duration: 6-8 weeks

Desired Results

Standard(s): 9.3 Career and Technical Education 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.

Arts, A/V Technology, & Communications Career Cluster

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)

<p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • How story is structured in short films, animation, commercials, documentaries, music videos, and corporate videos. • How the range of genres can influence both the story and ability to market a production. • Appropriate writing screenwriting structure and how to use subplots as tools for plot progression and character development. • How to build pace, length, and description in their writing. • How to keep the audience visually, emotionally, and psychologically engaged in their story. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the criteria used to maintain character development? • Why is it important to utilize the appropriate scriptwriting format? • What is a backstory and how to you develop it? • How do you determine which type of story structure to use in screenwriting? • What is the role of the screenwriter on a film set?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Organize research materials for writing a screenplay to assist in the storytelling process. • Write a short screenplay in the structure of the student's choosing utilizing techniques studied in class. • Design a custom graphic in Photoshop that can be used for their screenplay. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Grading Rubric • Check for Understanding • Questioning • Teacher observation • Daily Participation Grade
<p>Benchmarks:</p> <ul style="list-style-type: none"> • Producing a screenplay that is engaging, well-written and follows the appropriate scriptwriting format. 	
<p>Learning Plan</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Teacher instruction on screenwriting • Students will research and analyze a specific screenplay of their choosing that can be used to help create their unique screenplay. • Students will utilize online scriptwriting software to assist with proper formatting. • Students will use proper grammar, spelling, and punctuation in their script. • Students will create a graphic to be used to promote their script. • Students will submit a final script (minimum 5 pages) that incorporates the specific screenwriting components discussed in class. 	

Unit Modifications for Special Population Students	
<p>Advanced Learners</p>	<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 03: Advanced Videography

Unit Description: Students build on previously learned skills and learn to identify and effectively use a variety of camera angles and depth in video to create interesting, creative, and meaningful shots. Camera angles and depth of framing serve many purposes in digital storytelling. Advanced skills will be taught to include recognition and identification of various angles, shots and frame depths, and film practice using a given set of shot descriptions.

Unit Duration: On-Going

Desired Results

Standard(s): 9.3 Career and Technical Education 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.

Arts, A/V Technology, & Communications Career Cluster

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 a video.
- A change in camera angle can change the mood of a shot.
- Camera movement techniques are an additional way to enhance your composition
- 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:

- How would an artist choose their video editing software in order to produce their creative vision?
- What must an artist consider when producing a video?
- How can changing camera placement affect the mood of the shot?

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Demonstrate the proper use of basic video camera shots, angles and movement techniques through daily field production and studio work. • Importing video footage into Premiere Pro and producing a video. • Produce Monthly segments for community show of <i>Monthly Rewind</i>. <ul style="list-style-type: none"> ◦ Students will create a self produced video that includes the process of pre-production, production and post-production. 	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"> • Studio Position performance hands-on test monthly • Portfolio – Monthly Video/News Package 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> • Teacher demonstration of DSLR operation. • Teacher demonstration of studio camera production equipment. • Studio production of the <i>Monthly Rewind</i> news broadcast <ul style="list-style-type: none"> ◦ Students will direct and switch studio production of show ◦ 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 monthly 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 Modifications for Special Population Students	
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	<ul style="list-style-type: none"> • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
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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 04: Video Typography and Photoshop

Unit Description: Adobe Photoshop and Adobe Premiere Pro are complementary software that can be used to create a variety of titles and text to enhance a video news package and project. Students will learn the basics of video titles and how to create their own using various techniques and programs for their video productions. Students will view, review and discuss the different types of titles for film and video, and then create title clips of their own either as stand-alone products or as part of a larger video production project.

Unit Duration: On-Going

Desired Results

Standard(s): 9.3 Career and Technical Education 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.

Arts, A/V Technology, & Communications Career Cluster

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...

- Adobe Premiere Pro can create a still image from a video clip and that clip can be used as a background in Photoshop.
- New files are created with a background layer, which contains a color or a transparent area.
- The stacking order determines how the image is viewed.
- Blending modes affect how color pixels on one layer blend with layers underneath it.
- The bounding box allows one to rotate and resize layers.
- A gradient layer can be applied to all or just a part of a layer.
- Text can be its own layer and be edited like other layers.
- Adjustment layers can be applied to a layer to change the color without permanently changing the pixel values in an image.

Essential Questions:

- What tasks could the Adobe Photoshop and Premiere programs perform?
- What are the benefits of constant adjustments?
- Why would one want to return to one specific step?
- Why are there multiple ways to create the same thing?

<ul style="list-style-type: none"> • There are multiple ways to adjust and compose layers. • There are many ways to achieve the same result. 	
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Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Integrate a still image from Premiere Pro into Photoshop to use as the background for title slide, movie poster, news package, event, activity or any related project throughout the year. 	Other Evidence: <ul style="list-style-type: none"> • Grading Rubric • Check for Understanding • Questioning • Teacher observation • Daily Participation Grade
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Benchmarks:

- Titles and Text for video projects produced
- Portfolio – Monthly Video Segment News Package

Learning Plan

Learning Activities:

- Teacher demonstration of Photoshop basics.
- Students will practice using Photoshop to create a title for their project
 - Organize artwork on layers.
 - Create, view, hide, and select layers.
 - Rearrange layers to change the stacking order of artwork.
 - Apply blending modes to layers.
 - Resize and rotate layers.
 - Apply a gradient to a layer.
 - Integrate a text to a layer to artwork.
- Students will create video titles and lower thirds for their news packages and projects that reflect an understanding of basic video aesthetics and use of color, fonts, and layout
 - Create a title on a blank screen
 - Superimpose a title over a scene (most often, this will be in the lower third of a screen)
 - Choose a color and font for titles and change the font size
 - Create a vertical crawl or use other simple animations for credits
 - Use pre-defined title templates
- Students will edit video titles in a manner consistent with basic video editing skills
- Critique the artwork of self and peers

Unit Modifications for Special Population Students

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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 06: Final Project and Update 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 to share with chosen colleges. Students previously completed a portfolio in 928 Advanced TV Broadcasting and Video Production will continue to update their portfolios as well as complete a final video project of their choosing that will encompass all skills learned throughout the 4 years in the program.

Unit Duration: On-Going

Desired Results

Standard(s): 9.3 Career and Technical Education 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.

Arts, A/V Technology, & Communications Career Cluster

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...

- 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.
- 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.

Essential Questions:

- How do you determine what should be included in a 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?
- What types of skill are necessary to compete for jobs in the TV and video production field?
- What is a 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"> Continued Portfolio Development Final Video Project Adobe Certified Associate 	
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 Participation in career related job experiences Analyze multiple portfolio requirements and select a portfolio element that is their strength. Students will expand on their video portfolio. <ul style="list-style-type: none"> Compose writing samples for submission to a college program and/or entry level position. Produce a 5-minute narrative that reflects their strengths in filmmaking with specific requirements. Create and write a scene that communicates an emotion without the need for dialogue 	

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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