



# HS VIDEO PRODUCTION I & II CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

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## Video Production 1 & 2

### Introduction/Overview/Philosophy

The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills.

This course adheres to The New Jersey Student Learning Standards – Visual and Performing Arts which are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

**Mission:** To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

**Vision:** All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others.

All lessons in this course will follow the NJSLS that allow students to CREATE by:

- Conceiving
- Developing
- Constructing

All lessons in this course will follow the NJSLS that allow students to PRODUCE by:

- Practicing
- Integrating
- Presenting

All lessons in this course will follow the NJSLS that allow students to RESPOND by:

- Perceiving
- Interpreting
- Evaluating

All lessons in this course will follow the NJSLS that allow students to CONNECT by:

- Synthesizing
- Relating

Students will be introduced to the field of video production and no prior video experience is required. Students enrolled in this course will work in all phases of video production while planning, filming and editing a variety of creative projects. These projects may include music videos, PSAs, commercials, mashups, movie trailers and studio productions. Students will learn to operate HD video cameras, DSLRs, the GoPro, professional microphones, and lighting equipment. Students will also have the opportunity to work as crew members either behind or in front of the camera.

## Objectives

### ***Course Outline: Video I***

- UNIT 1: INTRODUCTION TO TELEVISION (approx. 2 weeks)
  - Demonstrate in oral and written fashion an analytical/critical approach to personal television viewing
  - Differentiate and list various TV formats
  - Identify and navigate the three phases of television production: pre production, production and postproduction.
  - Pitch a production idea through the proper use of treatments and proposals.
  - To plan a video production using storyboards and shot lists.
  - Identify a target audience by analyzing its demographics.
  
- UNIT 2: INTRODUCTION TO EDITING (approx. 3 weeks)
  - Understand the difference between linear/nonlinear editing
  - Identify strategies and methods used in TV production
  - Produce a video designed to influence the viewer toward a specific idea
  - Learn and implement *Adobe Premiere* editing software
  - Study and implement stock footage libraries.
  - Apply audio and video effects and transitions.
  - Add and manipulate text, titles and graphics.
  - Mix and balance audio sources.
  - Share and distribute final video productions.
  
- UNIT 3: CAMERAS AND CINEMATOGRAPHY (approx. 8 weeks)
  - Experience field recording using portable video equipment
  - Carry out “on-camera” performance techniques necessary in TV production
  - Explore differences between Standard Definition (SD) and High Definition (HD) formats
  - Identify and utilize: camera angles, camera movements, shot variety and pacing, shot composition and beginning of directing.
  - Explore different audio recording options.

- Apply new techniques to production of a variety of styled video “skits”.
- UNIT 4: LEAD-IN (approx. 4 weeks)
  - Apply technical camera and audio skills to a creative production.
    - - Create a title sequence to be used for the Morning Show
  - Apply techniques to target a desired audience and create an emotional reaction within the audience.
  - Introduction to Studio setup and equipment including: audio board, lighting and chroma-keying effect of switcher.
- UNIT 5: STUDIO EQUIPMENT AND PRODUCING/DIRECTING (approx. 10 weeks)
  - Recognize and identify camera, sound, editing, and special effects
  - Operate within the rigid time constraints implicit in broadcasting
  - Operate and care for in-studio and portable equipment, e.g. cameras, editors, character generators, switchers, audio equipment etc.
  - Arrange lighting, teleprompter, and other necessary materials in studio
  - Identify related careers and occupations
  - Function as a contributing member of a production crew including: Director, Tech Director, Audio Engineer, CG Operator, Source Player, Camera Operator, Teleprompter, Talent, Light Tech and Floor Manager
  - Develop complete “directable” TV scripts including video directions, audio directions, direction to talent, times (elapsed and/or remaining), notes, etc.
    - Produce the Morning Show for 1 week.
    - Produce an in-class studio production.
- UNIT 6: COMMERCIALS/PSAS (approx. 8 weeks)
  - Develop an understanding of the role of advertising in the field of TV and film.
  - Identify and apply means of hooking the attention of a target audience.
  - Create a production that clearly communicates a message.
  - Identify examples of product placement and co-promotion in the media.

- Create a graphic presentation (print media ad) using Adobe Photoshop.
- Plan and produce a marketing campaign reaching a target audience through TV, radio and print media.
- UNIT 7: MOVIE TRAILERS (approx. 4 weeks)
  - Explore different editing styles that allow for an emotional reaction within an audience.
  - Apply advanced techniques to a graphic presentation (movie poster) using Adobe Photoshop.
  - Experiment with advanced editing options within Adobe Premiere.
- UNIT 8: OPEN ENDED CAMERA/EDITING TECHNIQUES (approx. 5 weeks)
  - Explore and create productions using a variety of advanced camera and editing techniques
  - Stop action animation
  - Multi track video cloning
  - Chroma key
  - Time lapse
- UNIT 9: MUSIC VIDEO (approx. 5 weeks)
  - Explore and apply advanced audio / video sync techniques.
  - Create a video production that clearly communicates a message that directly corresponds to the emotion of a song.
  - Continue to develop strong cinematography.

***Course Outline: Video II***

- **UNIT 1: Review of technical operations** (approx. 3 weeks)
  - Demonstrations of DSLR camera operations, audio equipment, and camera support systems.
    - - [www.mediacollege.com](http://www.mediacollege.com) and [www.cybercollege.org](http://www.cybercollege.org)
  - In-class scavenger hunt shoot to practice applying skills.
  - Critique of video for technical, media and cinematic strengths and weaknesses.

- **UNIT 2: Campus Story Montage** (approx. 3 weeks)
  - Define the montage and what its role in modern film is.
  - Cite specific examples in modern and historic films to analyze how the montage was used as a story-telling device.
  - Explore ways to create an emotional reaction through creative cinematography and stylistic editing.
  - Student creation of a *Campus Story* montage that tells the whole story of an aspect of campus life while conveying the emotions associated with it.
  
- **UNIT 3: Technical Tutorial** (approx. 3 weeks)
  - Break a technical process down into incremental steps needed for successful completion.
  - Tell a linear story line using visuals to help clearly communicate the process.
  - Used advanced camera controls to manipulate technical video quality.
  - Student creation of a *Tutorial* that clearly communicates a technical process.
  
- **UNIT 4: New Technique Free Choice** (approx. 4 weeks)
  - Students will identify video (camera/editing) techniques that have been used in TV1 and TV2.
  - New video techniques (camera/editing) will be explored.
  - Students will plan, film and edit a short skit that tells a full story while implementing a new video technique.
  - Included in the student's presentation of the final project, they will also give a demonstration on the new video technique.
  
- **UNIT 5: ENG (Electronic News Gathering)** (approx. 4 weeks)
  - Equipment required for an ENG shoot (camera, tripod, mic, portable light)
  - Location scouting
  - Filming and editing
  - Storytelling devices
  - Students will plan, cast, film and direct an ENGstyle interview.
  - Students will write, plan and shoot a live studio magazine-style show built around the final ENG projects.

- **UNIT 6: SATIRE** (approx. 3 weeks)
  - Define satire as a story-telling device and identify samples from different types of media.
  - Explore how the satire is used in different facets of the media industry.
  - Critique the meaning and effectiveness of different types of satire.
  - Students will produce a production using satire to target a specific current social issue.
  
- **UNIT 7: FOLEY AUDIO** (approx. 2 weeks)
  - Explore how the TV / film industry uses foley artists to replace the audio in final productions.
  - Develop advanced technical skills in the field of audio, including microphone selection, audio recording and audio post production.
  - Students apply newly learned skills to a production where they will remove the original audio from a movie scene and will replace it with newly recorded sound effects and dialog.
  
- **UNIT 8: EFP (Electronic Field Production) \*Movie Recreations** (approx. 3 weeks)
  - Differentiate between ENG and EFP styled productions
  - Operate the equipment commonly used in an EFP production
    - – Lighting, audio, camera support systems
  - Serve as the different jobs commonly required for an EFP production
  - Analyze a film scene for directing and story telling strengths
  - Students will recreate a scene from a movie focusing on cinematography, audio and lighting.
  
- **UNIT 9: Story Telling** (approx. 4 weeks)
  - Identify story structure and character development strategies.
  - Analyze advanced directing through cinematography.
  - Students will have the opportunity to practice story telling with a pair of short story projects: 30-second Mood Piece and 15-second Short Short.



- **UNIT 10: 10-minute Short Film** (whole year)
  - This is the overarching goal of the course that starts in September and completes in May, and includes elements that are taught throughout the duration of the course.
  - Quarter 1: Brainstorm and develop storyline.
  - Quarter 2: Create and pitch story with appropriate treatment / logline.
  - Quarter 3: Write final script and produce opening title sequence.
  - Quarter 4: Film and record all audio and video and edit final production.

***Student Outcomes:***

After successfully completing this course, the student will be able to complete:

- Edit stock footage interview w/ b-roll
- Camera Angle Skit Web Series
- Flag salute
- In-class studio production
- Commercials / Public Service Announcements
- Movie trailer
- Various TV production projects
  - Stop Action
  - Cloning
  - Time Lapse
  - Chroma Key
- Music video

*Career Readiness, Life Literacies, and Key Skills Practices*

**CRLKSP 1**

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment

around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### CRLKSP 2

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### CRLKSP 3

Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### CRLKSP 4

Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### CRLKSP 5

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

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

#### CRLKSP 6

Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

#### CRLKSP 7

Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

#### CRLKSP 8

Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

#### CRLKSP 9

Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Suggested Activities**

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion
- Video presentations
- Class work
- Group discussion
- Homework
- Field / Event recording
- Video production teamwork
- Teacher demonstration and student performance utilizing the following telecommunication equipment:
  - camera systems – studio and portable

- switcher/mixer
- editing software
- audio system
- computer graphics system
- lighting systems
- teleprompter
- audio recording options

## Methodologies

Career Readiness, Life Literacies, and Key Skills Mission: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet challenges and opportunities in an interconnected global economy.

Vision: An education in career readiness, life literacies and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success
- Uses effective communication and collaboration skills and resources to interact with a global society
- Possesses financial literacy and responsibility at home and in the broader community
- Plans, executes, and alters career goals in response to changing societal and economic conditions
- Seeks to attain skill and content mastery to achieve success in a chosen career path

Career Readiness, Life Literacies, and Key Skills are intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills
- Foster greater coherence and appropriate progressions across grade bands
- Establish meaning connections among the major areas of study
- Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom
- Reflect the habits of mind central to Career Readiness, Life Literacies, and Key skills that lead to post-secondary success

A wide variety of methodologies in this course will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated while paying special attention to the skills. Codes refer to the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills.

- Cooperative learning groups CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Differentiated instruction methods CRLKSP2, CRLKSP6, CRLKSP8
- Workshop approach CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Individual assignments CRLKSP2, CRLKSP4
- Whole class instruction CRLKSP2, CRLKSP4
- Small group instruction CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Technology-aided instruction CRLKSP2, CRLKSP4, CRLKSP8
- Peer-to-peer instruction CRLKSP1, CRLKSP4, CRLKSP9

## Interdisciplinary Connections

Based on the New Jersey Student Learning Standards, this course requires the use of **mathematics** and **language arts** through the use of time code calculations and reading modules in cybertext. Writing skills are met when creating scripts for projects and written homework assignments. **Visual and Performing Arts** New Jersey Student Learning Standards are met through learning and applying TV equipment and software to create various television productions.

- English Language Arts - Following procedural instruction for project creation - RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text and RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Appropriate and competent use of relevant websites and digital software and equipment
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress
- Presentation and exploration of related career possibilities
- Working in teams to create group based learning activities and projects CRLKSP1
- Application of skills learned in class to project based activities CRLKSP2

## Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504 Plans)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

*Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

**Curriculum Map/Pacing Guide- Video I**

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>UNIT 1: Introduction to Television</b></p> <ul style="list-style-type: none"> <li>• Demonstrate in oral and written fashion an analytical/critical approach to personal television viewing</li> </ul>	<p>Approx. 2 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> </ul>	<p><b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during discussion portions of lessons.</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiate and list various TV formats</li> <li>• Identify and navigate the three phases of television production: preproduction, production and postproduction.</li> <li>• Pitch a production idea through the proper use of treatments and proposals.</li> <li>• To plan a video production using storyboards and shotlists.</li> <li>• Identify a target audience through by analyzing its demographics.</li> </ul>		<ul style="list-style-type: none"> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Tiered assignments</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 & 8.2 Standards 8.2.12.NT.1 9.2 & 9.4 Standards 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7	<ul style="list-style-type: none"> <li>• Daily questioning of students for understanding</li> <li>• Observation of student engagement and understanding during recreation of preproduction assignments.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Online textbook note based quizzes</li> <li>• Student re-created treatment / proposal.</li> <li>• Students reverse engineered storyboard.</li> </ul>
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			9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
<b>UNIT 2: Introduction to Editing</b> <ul style="list-style-type: none"> <li>Understand the difference between linear/nonlinear editing</li> <li>Identify strategies and methods used in TV production</li> <li>Produce a video designed to influence the viewer toward a specific idea</li> <li>Implement stock footage libraries.</li> <li>Apply audio and video effects and transitions.</li> </ul>	Approx 3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during demonstration of editing skills.</li> <li>Daily questioning of students for technical understanding</li> <li>Observation of student engagement and understanding during editing.</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>Edited interview including audio and</li> </ul>

<ul style="list-style-type: none"> <li>• Add and manipulate text, titles and graphics.</li> <li>• Mix and balance audio sources.</li> <li>• Share and distribute final video productions.</li> </ul>		<ul style="list-style-type: none"> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b <i>8.1 &amp; 8.2 Standards</i> 8.2.12.NT.1 <i>9.2 &amp; 9.4 Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	b-roll using stock footage.
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<p><b>Unit 3: Cameras and Cinematography</b></p> <ul style="list-style-type: none"> <li>• Experience field recording using portable video equipment</li> <li>• Carry out “on-camera” performance techniques necessary in TV production</li> <li>• Explore differences between Standard Definition (SD) and High Definition (HD) formats</li> <li>• Identify and utilize: camera angles, camera movements, shot variety and pacing, shot composition and beginning of directing.</li> <li>• Explore different audio recording options.</li> <li>• Apply new techniques to production of a variety of styled video “skits”.</li> </ul>	<p>Approx. 8 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p><b>NJSLS:</b>  (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a  1.2.12adv.Cr1b  1.2.12adv.Cr1c  1.2.12adv.Cr2a  1.2.12adv.Cr2b  1.2.12adv.Cr3a  1.2.12adv.Cr3b  1.2.12adv.Pr4a  1.2.12adv.Pr5a  1.2.12adv.Pr5b  1.2.12adv.Pr5c  1.2.12adv.Pr6a  1.2.12adv.Pr6b  1.2.12adv.Re7a  1.2.12adv.Re7b  1.2.12adv.Re8a  1.2.12adv.Re9a  1.2.12adv.Cn10a  1.2.12adv.Cn10b  1.2.12adv.Cn11a  1.2.12adv.Cn11b  8.1 &amp; 8.2 Standards  8.2.12.NT.1  9.2 &amp; 9.4 Standards  9.2.12.CAP.4  9.2.12.CAP.5  9.2.12.CAP.6  9.2.12.CAP.8  9.2.12.CAP.9  9.4.12.CI.1  9.4.12.CI.2  9.4.12.CI.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during demonstration of camera operations.</li> <li>• Observation of student engagement and understanding during hands-on application of camera operations.</li> <li>• Hands-on student review of camera operations.</li> <li>• Observation of student application of appropriate skills during open lap portions of class to produce original content.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Hands-on camera test.</li> <li>• Three “Web Series” videos:</li> </ul>
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<b>Unit 4: Lead-ins</b> <ul style="list-style-type: none"> <li>Apply technical camera and audio skills to a creative production.</li> <li>Create a title sequence to be used for the Morning Show.</li> <li>Apply techniques to target a desired audience and create</li> </ul>	Approx. 4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during demonstration of studio operations.</li> <li>Observation of student engagement and understanding during production of</li> </ul>

<p>an emotional reaction within the audience.</p> <ul style="list-style-type: none"> <li>• Introduction to Studio setup and equipment including: audio board, lighting and chroma-keying effect of switcher.</li> </ul>		<ul style="list-style-type: none"> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p>1.2.12adv.Pr5a  1.2.12adv.Pr5b  1.2.12adv.Pr5c  1.2.12adv.Pr6a  1.2.12adv.Pr6b  1.2.12adv.Re7a  1.2.12adv.Re7b  1.2.12adv.Re8a  1.2.12adv.Re9a  1.2.12adv.Cn10a  1.2.12adv.Cn10b  1.2.12adv.Cn11a  1.2.12adv.Cn11b  8.1 &amp; 8.2 Standards  8.2.12.NT.1  9.2 &amp; 9.4 Standards  9.2.12.CAP.4  9.2.12.CAP.5  9.2.12.CAP.6  9.2.12.CAP.8  9.2.12.CAP.9  9.4.12.CI.1  9.4.12.CI.2  9.4.12.CI.3  9.4.12.CT.1  9.4.12.CT.2  9.4.12.DC.1  9.4.12.DC.2  9.4.12.DC.3  9.4.12.DC.4  9.4.12.DC.5  9.4.12.DC.6  9.4.12.DC.7  9.4.12.DC.8  9.4.12.IML.2  9.4.12.IML.4  9.4.12.IML.8  9.4.12.IML.9  9.4.12.TL.1  9.4.12.TL.3</p>	<p>Lead-in project and Flag Salute.</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Lead-in filming and editing.</li> <li>• Chroma Keyed Flag Salute.</li> </ul>
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<p><b>Unit 5: Studio Equipment and Producing/Directing</b></p> <ul style="list-style-type: none"> <li>Recognize and identify camera, sound, editing, and special effects</li> <li>Operate within the rigid time constraints implicit in broadcasting</li> <li>Operate and care for in-studio and portable equipment, e.g. cameras, editors, character generators, switchers, audio equipment etc.</li> <li>Arrange lighting, teleprompter, and other necessary materials in studio</li> <li>Identify related careers and occupations</li> </ul>	Approx. 10 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<p><b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 Standards 8.2.12.NT.1 9.2 &amp; 9.4 Standards</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during demonstration of studio operations.</li> <li>Observation of student engagement and understanding during planning and filming stages of studio production.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Studio job quizzes.</li> <li>Completion of studio jobs during Morning Show</li> <li>Completion of pre/prod/post jobs during in-class studio production.</li> </ul>

<ul style="list-style-type: none"> <li>Function as a contributing member of a production crew including: Director, Tech Director, Audio Engineer, CG Operator, Source Player, Camera Operator, Teleprompter, Talent, Lighting Tech and Floor Manager</li> <li>Develop complete “directable” TV scripts including video directions, audio directions, direction to talent, times (elapsed and/or remaining), notes, etc.</li> <li>Produce the Morning Show for 1 week.</li> <li>Produce an in-class studio production.</li> </ul>			9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 CRLKSPs CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
<b>Unit 6: Commercials and PSAs</b> <ul style="list-style-type: none"> <li>Develop an understanding of the role of advertising in</li> </ul>	Approx. 8 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during discussions of advertising and</li> </ul>

<p>the field of TV and film.</p> <ul style="list-style-type: none"> <li>Identify and apply means of hooking the attention of a target audience.</li> <li>Create a production that clearly communicates a message.</li> <li>Identify examples of product placement and co-promotion in the media.</li> <li>Create a graphic presentation (print media ad) using Adobe Photoshop.</li> <li>Plan and produce a marketing campaign reaching a target audience through TV, radio and print media.</li> </ul>		<ul style="list-style-type: none"> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 Standards 8.2.12.NT.1 9.2 &amp; 9.4 Standards 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6</p>	<p>techniques utilized in media.</p> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during planning and filming stages of commercial/psa.</li> <li>Observation of student engagement and understanding during screening and discussion of <i>Greatest Movie Ever Sold</i> documentary.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Student created ad campaign: Radio Ad, Print Media Ad, TV Ad.</li> <li>Critique of ad campaigns.</li> <li>Reaction paper to <i>Greatest Movie Ever Sold</i> documentary.</li> </ul>
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<b>Unit 7: Movie Trailers</b> <ul style="list-style-type: none"> <li>• Explore different editing styles that allow for an emotional reaction within an audience.</li> <li>• Apply advanced techniques to a graphic presentation (movie poster) using Adobe Photoshop.</li> <li>• Experiment with advanced editing options within Adobe Premiere.</li> </ul>	Approx. 4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during planning and editing stages of Movie Trailer project.</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Student created Movie Trailer.</li> <li>• Critique of Movie Trailers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b <i>8.1 &amp; 8.2 Standards</i> 8.2.12.NT.1 <i>9.2 &amp; 9.4 Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
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<p><b>Unit 8: Open Ended Camera / Editing Techniques</b></p> <ul style="list-style-type: none"> <li>• Explore and create productions using a variety of advanced camera and editing techniques</li> <li>• Stop action animation</li> <li>• Multi track video cloning</li> <li>• Chroma key</li> <li>• Time lapse</li> </ul>	<p>Approx. 5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p><b>NJSLS:</b>  (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a  1.2.12adv.Cr1b  1.2.12adv.Cr1c  1.2.12adv.Cr2a  1.2.12adv.Cr2b  1.2.12adv.Cr3a  1.2.12adv.Cr3b  1.2.12adv.Pr4a  1.2.12adv.Pr5a  1.2.12adv.Pr5b  1.2.12adv.Pr5c  1.2.12adv.Pr6a  1.2.12adv.Pr6b  1.2.12adv.Re7a  1.2.12adv.Re7b  1.2.12adv.Re8a  1.2.12adv.Re9a  1.2.12adv.Cn10a  1.2.12adv.Cn10b  1.2.12adv.Cn11a  1.2.12adv.Cn11b  8.1 &amp; 8.2 Standards  8.2.12.NT.1  9.2 &amp; 9.4 Standards  9.2.12.CAP.4  9.2.12.CAP.5  9.2.12.CAP.6  9.2.12.CAP.8  9.2.12.CAP.9  9.4.12.CI.1  9.4.12.CI.2  9.4.12.CI.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during demonstrations of video techniques.</li> <li>• Observation of student engagement and understanding during planning, filming and editing stages of open ended.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Student created mini-projects: stop action, cloning, chroma-key and time lapse.</li> </ul>
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<b>Unit 9: Music Videos</b> <ul style="list-style-type: none"> <li>Explore and apply advanced audio / video sync techniques.</li> <li>Create a video production that clearly communicates a message that directly corresponds to the emotion of a song.</li> </ul>	Approx. 5 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during planning, filming and editing stages of music video.</li> </ul> <i>Summative Assessment:</i>

<ul style="list-style-type: none"> <li>Continue to develop strong cinematography.</li> </ul>		<ul style="list-style-type: none"> <li>Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 & 8.2 Standards 8.2.12.NT.1 9.2 & 9.4 Standards 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3	<ul style="list-style-type: none"> <li>Student created music video (technical, media, project specific).</li> <li>Presentation of music video w/ self critique.</li> </ul>
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			9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
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## Curriculum Map/Pacing Guide- Video II

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>Unit 1: Review of Technical Operations</b> <ul style="list-style-type: none"> <li>Demonstrations of DSLR camera operations, audio equipment, and camera support systems.</li> <li><a href="http://www.mediacollege.com">www.mediacollege.com</a> <a href="http://www.cybercollege.org">www.cybercollege.org</a></li> <li>In-class scavenger hunt shoot to practice applying skills.</li> <li>Critique of video for technical, media and cinematic strengths and weaknesses.</li> </ul>	3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding demonstrations and hands-on application of</li> </ul>

<ul style="list-style-type: none"> <li>Student creation of a <i>Morning Show Lead-in</i> w/ flag salute.</li> </ul>		<p>problems on whiteboard</p> <ul style="list-style-type: none"> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<p>1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5</p>	<p>camera equipment.</p> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding demonstrations and hands-on application of Adobe Premiere editing software.</li> <li>Observation of student engagement and understanding during planning, filming and editing stages of Lead-in project.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Student completion of DSLR scavenger hunt.</li> <li>Lead-in preproduction, production and final project.</li> </ul>
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<b>Unit 2: Campus Story Montage</b> <ul style="list-style-type: none"> <li>• Define the montage and what its role in modern film is.</li> <li>• Cite specific examples in modern and historic films to analyze how the montage was used as a story-telling device.</li> <li>• Explore ways to create an emotional reaction through creative cinematography and stylistic editing.</li> <li>• Student creation of a <i>Campus Story</i> montage that tells the whole story of an aspect of campus life while conveying the emotions associated with it.</li> </ul>	Approx 3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during discussion of historical montages.</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Montage analysis activity.</li> </ul>



		<ul style="list-style-type: none"> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 & 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 & 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3	<ul style="list-style-type: none"> <li>• Student created campus story project.</li> <li>• Presentation of campus story project w/ self critique.</li> </ul>
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<p><b>Unit 3: Technical Tutorial</b></p> <ul style="list-style-type: none"> <li>• Break a technical process down into incremental steps needed for successful completion.</li> <li>• Tell a linear story line using visuals to help clearly communicate the process.</li> <li>• Used advanced camera controls to manipulate technical video quality.</li> <li>• Student creation of a <i>Tutorial</i> that clearly communicates a technical process.</li> </ul>	Approx 3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> </ul>	<p><b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during discussion of linear story lines.</li> <li>• Observation of student engagement and understanding during planning, production and editing of tutorial project.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Student created tutorial project.</li> </ul>

		<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 & 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 & 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	<ul style="list-style-type: none"> <li>• Completion of technical process based on tutorial directions.</li> </ul>
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<p><b>Unit 4: New Technique Free Choice</b></p> <ul style="list-style-type: none"> <li>• Students will identify video (camera/editing) techniques that have been used in TV1 and TV2.</li> <li>• New video techniques (camera/editing) will be explored.</li> <li>• Students will plan, film and edit a short skit that tells a full story while implementing a new video technique.</li> <li>• Included in the student’s presentation of the final project, they will also give a demonstration on the new video technique.</li> </ul>	<p>Approx 4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> </ul>	<p><b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during discussion and demonstrations of past video techniques.</li> <li>• Observation of student engagement and understanding during planning, production and editing of free choice project.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Student created free choice project.</li> <li>• Student demonstration of new technique.</li> </ul>
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		<ul style="list-style-type: none"> <li>Real-world problems and scenarios</li> </ul>	9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 CRLKSPs CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
<b>Unit 5: ENG (Electronic News Gathering)</b> <ul style="list-style-type: none"> <li>Students will identify video (camera/editing) techniques that have been used in TV1 and TV2.</li> <li>New video techniques (camera/editing) will be explored.</li> </ul>	Approx 4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding</li> </ul>

<ul style="list-style-type: none"> <li>• Students will plan, film and edit a short skit that tells a full story while implementing a new video technique.</li> <li>• Included in the student’s presentation of the final project, they will also give a demonstration on the new video technique.</li> </ul>		<p>feedback on assignments</p> <ul style="list-style-type: none"> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p>and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1</p>	<p>during discussion and analysis of professional ENG samples.</p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during planning, production and editing ENG projects.</li> <li>• Observation of student engagement and understanding during planning and live production of studio production.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Student created ENG project.</li> <li>• Student created studio production.</li> </ul>
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<b>Unit 6: SATIRE</b> <ul style="list-style-type: none"> <li>Define satire as a story-telling device and identify samples from different types of media.</li> <li>Explore how the satire is used in different facets of the media industry.</li> <li>Critique the meaning and effectiveness of different types of satire.</li> <li>Students will produce a production using satire to target a specific current social issue.</li> </ul>	Approx 3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during discussion and analysis of satire in the media.</li> <li>Observation of student engagement and</li> </ul>

		<p>accommodating various learning styles</p> <ul style="list-style-type: none"> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p>1.2.12adv.Cr2b  1.2.12adv.Cr3a  1.2.12adv.Cr3b  1.2.12adv.Pr4a  1.2.12adv.Pr5a  1.2.12adv.Pr5b  1.2.12adv.Pr5c  1.2.12adv.Pr6a  1.2.12adv.Pr6b  1.2.12adv.Re7a  1.2.12adv.Re7b  1.2.12adv.Re8a  1.2.12adv.Re9a  1.2.12adv.Cn10a  1.2.12adv.Cn10b  1.2.12adv.Cn11a  1.2.12adv.Cn11b</p> <p><i>8.1 &amp; 8.2  Standards  8.2.12.NT.1  9.2 &amp; 9.4  Standards  9.2.12.CAP.4  9.2.12.CAP.5  9.2.12.CAP.6  9.2.12.CAP.8  9.2.12.CAP.9  9.4.12.CI.1  9.4.12.CI.2  9.4.12.CI.3  9.4.12.CT.1  9.4.12.CT.2  9.4.12.DC.1  9.4.12.DC.2  9.4.12.DC.3  9.4.12.DC.4  9.4.12.DC.5  9.4.12.DC.6  9.4.12.DC.7  9.4.12.DC.8</i></p>	<p>understanding during planning, production and editing satire project.</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Student analysis / reaction to satire in film.</li> <li>• Student created satire production.</li> </ul>
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<b>Unit 7: FOLEY AUDIO</b> <ul style="list-style-type: none"> <li>Explore how the TV / film industry uses foley artists to replace the audio in final productions.</li> <li>Develop advanced technical skills in the field of audio, including microphone selection, audio recording and audio post production.</li> <li>Students apply newly learned skills to a production where they will remove the original audio from a movie scene and will replace it with newly recorded sound effects and dialog.</li> </ul>	Approx 2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <i>For Enhancement:</i>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during discussion of audio adv techniques.</li> <li>Observation of student engagement and understanding during recording and editing of foley projects.</li> <li>Observation of student engagement and understanding</li> </ul>

		<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 & 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 & 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3	during planning and live production of studio production.  <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Student created foley project.</li> </ul>
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			CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
<b>UNIT 8: EFP (Electronic Field Production)</b> <b>*Movie Recreations</b> <ul style="list-style-type: none"> <li>Differentiate between ENG and EFP styled productions</li> <li>Operate the equipment commonly used in an EFP production</li> <li>Lighting, audio, camera support systems</li> <li>Serve as the different jobs commonly required for an EFP production</li> <li>Analyze a film scene for directing and story telling strengths</li> <li>Students will recreate a scene from a movie focusing on cinematography, audio and lighting.</li> </ul>	Approx 3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.) 1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during discussion and analysis of behind the scenes videos.</li> <li>Observation of student engagement and understanding during demonstrations of video and audio crew responsibilities.</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>Small group presentations on 6 basic lighting styles.</li> </ul>

		<ul style="list-style-type: none"> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p>8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 <i>CRLKSPs</i> CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9</p>	<ul style="list-style-type: none"> <li>• Student analysis of original movie scene.</li> <li>• Student created [EFP] Movie Recreation project.</li> </ul>
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<p><b>UNIT 9: Story Telling</b></p> <ul style="list-style-type: none"> <li>Identify story structure and character development strategies.</li> <li>Analyze advanced directing through cinematography.</li> <li>Students will have the opportunity to practice story telling with a pair of short story projects: 30-second Mood Piece and 15-second Short Short.</li> </ul>	<p>Approx 4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids as we project problems on whiteboard</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Tiered assignments</li> <li>Independent study</li> <li>Interest-based content</li> <li>Student-driven</li> </ul>	<p><b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b 8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding during analysis of short film story development samples.</li> <li>Observation of student engagement and understanding during planning, filming and editing of Mood Piece and 15-second Short Short projects.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Student created Mood Piece project.</li> <li>Student created 15-second Short Short project.</li> </ul>
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		<ul style="list-style-type: none"> <li>Real-world problems and scenarios</li> </ul>	9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.DC.7 9.4.12.DC.8 9.4.12.IML.2 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 9.4.12.TL.4 CRLKSPs CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 7 CRLKSP 8 CRLKSP 9	
<b>UNIT 10: 10-minute Short Film</b> <ul style="list-style-type: none"> <li>This is the overarching goal of the course that starts in September and completes in May, and includes elements that are taught throughout the duration of the course.</li> <li>Quarter 1: Brainstorm and develop storyline.</li> </ul>	Whole year	<i>For Support:</i> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher</li> </ul>	<b>NJSLS:</b> (*Students will strive to meet advanced standards, however accomplished	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Observation of student engagement and understanding</li> </ul>

<ul style="list-style-type: none"> <li>• Quarter 2: Create and pitch story with appropriate treatment / logline.</li> <li>• Quarter 3: Write final script and produce opening title sequence.</li> <li>• Quarter 4: Film and record all audio and video and edit final production.</li> </ul>		<p>feedback on assignments</p> <ul style="list-style-type: none"> <li>• Visual aids as we project problems on whiteboard</li> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven</li> <li>• Real-world problems and scenarios</li> </ul>	<p>and proficient standards are acceptable as well.)</p> <p>1.2.12adv.Cr1a 1.2.12adv.Cr1b 1.2.12adv.Cr1c 1.2.12adv.Cr2a 1.2.12adv.Cr2b 1.2.12adv.Cr3a 1.2.12adv.Cr3b 1.2.12adv.Pr4a 1.2.12adv.Pr5a 1.2.12adv.Pr5b 1.2.12adv.Pr5c 1.2.12adv.Pr6a 1.2.12adv.Pr6b 1.2.12adv.Re7a 1.2.12adv.Re7b 1.2.12adv.Re8a 1.2.12adv.Re9a 1.2.12adv.Cn10a 1.2.12adv.Cn10b 1.2.12adv.Cn11a 1.2.12adv.Cn11b</p> <p>8.1 &amp; 8.2 <i>Standards</i> 8.2.12.NT.1 9.2 &amp; 9.4 <i>Standards</i> 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.8 9.2.12.CAP.9 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1</p>	<p>during preproduction phase of short film project.</p> <ul style="list-style-type: none"> <li>• Observation of student engagement and understanding during filming and editing of short film.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Short film treatment (Q2).</li> <li>• Short film script and opening title sequence (Q3).</li> <li>• Short film final production (Q4).</li> </ul>
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