

Secaucus Board of Education

Editing/Advanced Filmmaking Course Code:1820 & 1723 *English Language Arts Literacy*



Born on December 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on January 19, 21017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Students enrolled in this course will be introduced to skills and knowledge that emphasize design and problem solving processes and a systems approach to understand technology. Students will participate in hands-on creative design activities that will introduce them to technological systems such as camera-work, audio production, and digital editing. Students will utilize skills learned in previous courses to produce films and broadcasts. These activities will build skills necessary for college and career readiness. The act of creating a film leverages contemporary literacy skills such as information, media and visual literacy and also privileges the “four C’s” of communication, collaboration, creativity and critical thinking. The structure further allows students to explore careers and personal interests in the field of broadcasting, communication arts and filmmaking.

Interdisciplinary Connections

- ✓ Language Arts
- ✓ Public Speaking
- ✓ Communications
- ✓ Business
- ✓ Current Events
- ✓ History of the television and time periods
- ✓ Technology

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes

- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Video Editing				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Technology	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	21st Century Life and Careers	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What are the electronic components required for a linear editing system? • What is the advantage of using an A-B roll system? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Define “edit transition.” ❖ Describe how generational losses occur on videotapes. ❖ List each step involved in nonlinear editing and those involved in linear editing. ❖ Explain the importance of the control track to the editing process. ❖ Differentiate between assemble edit mode and insert edit mode. ❖ Cite the advantages and challenges of using nonlinear editing systems. ❖ List the advantages and challenges of using linear editing systems. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<p>To assist in meeting this standard, students may:</p> <p>Demonstrate Linear Editing System</p> <p>Demonstrate Nonlinear Editing</p> <p>Practice Editing Raw Tape</p> <p>Create a Timeline of Scenes</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Watch a few prime time television programs. Make a list of all the matched cuts you notice. Be prepared to describe the matched cuts in class.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Compare the cut rates of two different types of programs. Is the cut rate of one faster or slower than the other? Does the cut rate serve a particular purpose in either program?</p>

Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay Questions</p> <p>Creative and analytical writing</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p> <p>Tripod, dolly, lighting, Chroma wall, studio, Tricaster, makeup, editing software</p>	<p>Text: <i>Television Production</i></p> <p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p>

Unit:	Getting Technical- The Video Signal					
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing	Speaking/Listening	Language	
	RL.9-10.6 RL.11-12.6		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Technology	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3				
	21st Century Life and Careers	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4				
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12					
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:			
<ul style="list-style-type: none"> How is the picture on a 	Students will be able to:		To assist in meeting this standard, students may:			

<p>television screen produced?</p> <ul style="list-style-type: none"> • What is interlace? 	<ul style="list-style-type: none"> ❖ Describe how the television picture is produced. ❖ Name and define each of the video scanning signals. ❖ Explain the importance of sync to video equipment during production. ❖ Describe how the imminent changes in video technology will affect both the current and new video equipment ❖ Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. ❖ Make personal connections, make connections to other text, and/or global connections when relevant 	<p>Demonstrate Horizontal & Vertical Sync Pulse, Blanking, & Retrace</p> <p>The Order of Colors in a Bar Display</p> <p>Monitors on Location Shoots</p> <p>Discuss a Career as a Production Assistant</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Research the development of the cathode used in television picture tubes. Report on other methods and devices that were created for the same purpose.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Search the Federal Communications Commission Web site for facts about digital broadcasting. Make note of any items related to the conversion that may specifically affect you and your family. Be prepared to share this information with the class.</p>
---	--	--

	<ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p> <p>Tripod, dolly, lighting, Chroma wall, studio, Tricaster, makeup, editing software</p>	<p>Text: <i>Television Production</i></p> <p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p> <p>Video University</p>

<p>Questions</p> <p>Creative and analytical writing</p>		
---	--	--

Unit:	Developing Ideas				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	CTE	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What is a target audience? • What are your initial goals? • What makes an idea cliché? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions 	<p>In this lesson, students brainstorm movie ideas. Each student comes up with three movie ideas. Students then work in groups to choose three of those movies. They develop a detailed plan for each that includes timelines, roles and responsibilities, and production needs. Students peer review each other’s plans. To help students understand the importance of having a plan, they then make a one-minute movie about an object. This also gives them practice in visual storytelling.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Students will create a 1:00 minute film: A Day in the Life of “X”</p> <p>Generate ideas, brainstorm ideas, and create a map of how the project will progress. This is a fundamental part of the moviemaking process because it acts as the project’s business plan. Student will learn to create a planning structure, make and adhere to timelines, define responsibilities, and establish a set of checks and balances between the people and the project’s goals.</p> <p>In the production part of the lesson, students will use an HD camcorder, use multiple angles and composition techniques, and gain a continuing</p>

	<ul style="list-style-type: none"> ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<p>understanding of how to do story editing in Final Cut Pro.</p> <p>Students will be assessed using production rubric.</p>
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p>	<p>Text: <i>Television Production</i></p> <p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p> <p>Video University</p>

<p>Questions</p> <p>Creative and analytical writing</p>		
---	--	--

Unit:	Storyboards				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	CTE	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
	Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12			

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What are the benefits of storyboarding? • Does the storyboard reflect what I want to produce? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and 	<p>Students will demonstrate the ability to create a storyboard.</p> <p>Students will first create storyboards from existing scripts for plays or movies.</p> <p>They then develop storyboards from original ideas for a film they will create.</p> <p>Students will create storyboards from one-act plays, plays that students may have already read in English class, such as those by Shakespeare, or scripts from movies that have been made.</p> <p>Students will need just one or two scenes to storyboard.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Groups will work collaboratively to develop a treatment and present it to an audience.</p> <p>Assessment will be based on clarity of ideas, amount of detail, and did storyboard properly reflect scene.</p> <p>Pre-visualization is not only a great skill to have as a moviemaker, it is a great skill as a leader. Storyboards, shot lists, and screenplays are three parts of the</p>

	<p>domain specific vocabulary</p> <ul style="list-style-type: none"> ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<p>planning process that help communicate to the production and post-production team the goals</p>
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p>	<p>Text: <i>Television Production</i></p> <p>Storyboard by Toonboom</p> <p>Storyboard</p> <p>Atomic Learning</p> <p>Comic Life</p>

Tests and Essay Questions Creative and analytical writing		
--	--	--

Unit:	Working with Audio				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	21st Century Life and Career	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		

<ul style="list-style-type: none"> • What is sound? • What are the different types of microphones? • Which microphone should be used for a certain situation? • Should I use music? • Should I use sound effects? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Learn the function of recording sound ❖ Gain an understanding of how sound works and how it is recorded. ❖ Learn about audio levels, mixing, effects, the use of music in movie productions, and the laws about using other people’s music. ❖ Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. ❖ Make personal connections, make connections to other 	<p>Students will also learn how to use sound and audio during the post-production process. The project covers topics like room tone, audio levels, synchronizing, and appropriate use of music. Students are also shown how to use Soundtrack Pro, Final Cut Studio’s advanced audio tool, to fix and make a final product></p> <p>Students demonstrate their knowledge of the functions of the different microphone systems. In addition, they test different mic systems for varied recording situations (interview vs. narrative). They make their own audio recordings and normalize and equalize them for best quality. Finally, they demonstrate how to synchronize external audio to the recorded video in Final Cut Pro.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Documentary Movies 101-A Roll and B Roll</p> <p>Once students have mapped out a plan, assigned roles and responsibilities, and secured locations and permissions, it is time for them to pull out the lights, cameras, and sound gear and begin a documentary movie. In this lesson, students learn about A roll and B roll and then film a short interview. Students can work</p>
--	---	--

	<p>text, and/or global connections when relevant</p> <ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<p>on a prior project or shoot something new.</p> <ul style="list-style-type: none"> • What are proper interviewing techniques? • Am I using the proper shot composition? • Have I brought the correct microphone? • Have I listened to the interview, or had a teammate listened to the interview? • What type of B roll do we need? • Did we shoot enough B roll?
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p> <p>Text: <i>Television Production</i></p>	<p>Text: <i>Television Production</i></p> <p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p>

Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing		Video University
---	--	----------------------------------

Unit:	Post Production-Final Cut Editing				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	21st Century Life and Career	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:		

<ul style="list-style-type: none"> • When a project is considered “done?” 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Work as part of a collaborative team to accomplish tasks. Learn to assemble a story from digital media. ❖ Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. 	<p>Students will learn to work on the following tasks in Final Cut Pro:</p> <ul style="list-style-type: none"> • Logging and transferring • Working with clips • Trimming clips • Working with audio • Effects and transitions • Titling • Exporting movies <p>Students peer review all projects. As they view the movies, they can use a checklist that lists the basic goals of the project as developed by the class at the beginning of the process.</p>
--	---	---

	<ul style="list-style-type: none"> ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p>	<p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p>

<p>Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay Questions</p> <p>Creative and analytical writing</p>		<p>Video University</p> <p>Text: <i>Television Production</i></p>
--	--	---

Unit:	Producing a Documentary				
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.				
Standards:	New Jersey Student Learning Standards				
	Reading		Writing	Speaking/Listening	Language
	RL.9-10.6 RL.11-12.6	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6	SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6 SL.11-12.1.A,B,C,D SL.11-12.3 SL.11-12.6	L.9-10.6 L.11-12.6
	Tech	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			
	CTE	9.3.12.AR.5, 9.3.12.AR.6, 9.3.12.AR-AV.1, 2, 3, 4, 9.3.12.AR-JB.3, 4			
Career Ready Practices:	CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12				

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What is effective delegation? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Demonstrate knowledge of the content and structure of moviemaking. ❖ Connect the purpose of the product of filmmaking with a process that supports it. Employ teamwork skills to achieve collective goals and use team members’ talent effectively. ❖ Conduct and participate in meetings to accomplish tasks. ❖ Exhibit ethical conduct in writing, creating, printing, etc. ❖ Apply critical thinking and problem-solving strategies during structured learning experiences ❖ Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems. ❖ Examine and summarize careers in this pathway to build an understanding of available opportunities. ❖ Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. ❖ Edit audio and video productions to demonstrate basic production system skills. ❖ Design an audio-video production ❖ Describe the activities in each step of a production workflow. ❖ Make personal connections, make connections to other 	<p style="text-align: center;"><u>Sample Activity</u></p> <p>Documentary Movies 101-A Roll and B Roll</p> <p>Once students have mapped out a plan, assigned roles and responsibilities, and secured locations and permissions, it is time for them to pull out the lights, cameras, and sound gear and begin a documentary movie. In this lesson, students learn about A roll and B roll and then film a short interview. Students can work on a prior project or shoot something new.</p> <ul style="list-style-type: none"> • What are proper interviewing techniques? • Am I using the proper shot composition? • Have I brought the correct microphone? • Have I listened to the interview, or had a teammate listened to the interview? • What type of B roll do we need? • Did we shoot enough B roll? • Where do I want to shoot the interviews? • What is the length of the film?

	<p>text, and/or global connections when relevant</p> <ul style="list-style-type: none"> ❖ Read required texts prior to discussions ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. 	<ul style="list-style-type: none"> • How many locations will I be shooting? • How will by group divide the work?
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p> <p>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Studio camera</p>	<p>Text: <i>Television Production</i></p> <p>Engaging Students in Video Production and Movie Making in the Classroom</p> <p>Video Production/Filmmaking Resources</p> <p>Kids4Kids Video Production</p> <p>Google WeVideo</p> <p>Student Television Network</p> <p>Video University</p>

Multiple Choice Tests and Essay Questions Creative and analytical writing		
---	--	--