

Secaucus Board of Education

Video Production II Course Code:1722 *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, 2017*

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

This course is designed as a continuation of Video Production I. The goal is to provide students with a real-life work experience while heightening their awareness of the influence visual media has on our lives. Students will learn the television production field in general and, particularly, learn their job functions quickly. After learning the tools of the “trade,” they must work within the society of a large group, under a series of deadlines toward a common goal. Young men and women will experience all of the above when entering the job market.

The students learn how to work a video camera, the basics of videography, and video editing skills. Students will work on live shoots and are responsible for their own projects as part of their course work.

The students learn the ins and outs of television broadcast by putting together live shows for broadcast on Channel 34. They will learn all aspects of a show including: commentating, camera work, script writing, graphics, etc.

Students work independently on a range of video projects, approved by their teacher. Their projects will be evaluated for design, topic, composition, and overall cohesion. The students are responsible for meeting specific deadlines. The students will also be required to work on live shoots as part of their course work.

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:	Audio Basics																																
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:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5" data-bbox="474 428 1902 459">New Jersey Student Learning Standards</th> </tr> <tr> <th colspan="2" data-bbox="474 459 907 521">Reading</th> <th data-bbox="907 459 1251 521">Writing</th> <th data-bbox="1251 459 1587 521">Speaking/Listening</th> <th data-bbox="1587 459 1902 521">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 521 701 821">RL.9-10.6 RL.11-12.6</td> <td data-bbox="701 521 907 821">RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7</td> <td data-bbox="907 521 1251 821">W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6</td> <td data-bbox="1251 521 1587 821">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</td> <td data-bbox="1587 521 1902 821">L.9-10.6 L.11-12.6</td> </tr> <tr> <td data-bbox="474 821 701 927">Tech</td> <td colspan="4" data-bbox="701 821 1902 927">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</td> </tr> <tr> <td data-bbox="474 927 701 1057">21st Century Life and Careers</td> <td colspan="4" data-bbox="701 927 1902 1057">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</td> </tr> <tr> <td data-bbox="474 1057 701 1187">Career Ready Practices:</td> <td colspan="4" data-bbox="701 1057 1902 1187">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </tbody> </table>			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 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			
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																															
<ul style="list-style-type: none"> What is the difference 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the functions of audio for television 	To assist in meeting this standard, students may:																															

<p>between background sound and room tone?</p> <ul style="list-style-type: none"> • How do microphones work? • What is feedback? 	<p>productions.</p> <ul style="list-style-type: none"> ❖ List the most common use of each type of microphone presented. ❖ Describe the importance of the pick-up pattern classification when selecting a microphone. ❖ 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 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>Names of Connectors</p> <p>Connector Quiz Game</p> <p>Connector Index Cards</p> <p>Mic Etiquette</p> <p>Mic Interview</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Create illustrations that demonstrate the pick-up patterns of omni-directional microphones, uni-directional microphones, and cardioid microphones.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Inspect the connectors on various pieces of electronic equipment in your home. List several of the items and identify the type of connectors used with each.</p> <p>Activity Description: Students will work in small groups (3 is a good number) to create a script for and produce an audio production. Suggested types of projects might be commercials, public service announcements, short storylines, or a movie promotion. Minimum Production Requirements: At least one live voice, a least 2 different sources of music and/or sound, and at least one segue or crossfade at an appropriate place. Time: Not critical, but approximately (1:00) is suggested for final production.</p>
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Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Short Answer</p> <p>Quizzes</p> <p>Multiple Choice</p> <p>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>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> <p>www.aes.org</p>

Unit:	Lighting																						
Timing:	Approximately 4-6 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.																						
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> What items can be used to 	Students will be able to: <ul style="list-style-type: none"> ❖ Describe the activities in each step of a production 	Activity Description: Through subjective video techniques, students will establish a basic mood (tranquility, anger, patriotism, etc.) The mood will be																					

<p>redirect or change the shape of a light?</p> <ul style="list-style-type: none"> • How do different frequencies of light affect a recorded video image? 	<p>workflow.</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. 	<p>conveyed through selection of subject matter and the use of camera angles and lighting techniques.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Look around your home and identify the light created by the following instruments as either hard light or soft light:</p> <ul style="list-style-type: none"> • The tabletop lighting instruments in your living room. • The instrument that illuminates your desk • The lighting fixture in your bathroom • The lighting instrument over your kitchen table • The lighting instrument over the stove in your kitchen • The instrument that generally lights your bedroom <p style="text-align: center;"><u>Sample Activity</u></p> <p>Research the experiments and discoveries of Lord Kelvin. Choose one of his accomplishments (other than the Kelvin Color Temperature Scale) and write a report on it. Be prepared to present this information in class.</p>
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Assessments:	Materials:	Resources:
Class participation and discussions Presentations Short Answer Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Portable lighting	Text: <i>Television Production</i> Engaging Students in Video Production and Movie Making in the Classroom Video Production/Filmmaking Resources Kids4Kids Video Production Google WeVideo Student Television Network

Unit:	Studio and Remote Shooting				
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
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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 unique 	Students will be able to: <ul style="list-style-type: none"> ❖ Describe specific characteristics of both studio and 		Setting Up Remote Equipment		

<p>characteristics of EFP?</p> <ul style="list-style-type: none"> • What are the disadvantages of a studio shoot? • What are the advantages of a remote shoot? 	<p>remote shooting.</p> <ul style="list-style-type: none"> ❖ Name the types of monitors set up in the studio and state the function of each. ❖ Explain the differences between the two types of remote shooting. ❖ List the items to be evaluated during a location survey. ❖ Cite advantages and challenges of both studio and remote shooting. ❖ 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>Studio Tour</p> <p>Advantages & Challenges of Studio & Remote</p> <p>Location Survey</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Research the fire laws and regulations in your area. List all that are applicable to the construction and use of a television production set.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Perform a location survey for shooting an interview. For this activity, assume that the interview is with someone you know and will be shot at their place of work.</p>
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Assessments:	Materials:	Resources:
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Text: <i>Television Production</i>	Text: <i>Television Production</i> Engaging Students in Video Production and Movie Making in the Classroom Video Production/Filmmaking Resources Kids4Kids Video Production Google WeVideo Student Television Network

Unit:	Remote Shooting				
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
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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 crab dolly? 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the options available to solve lighting 		Outdoor Lighting Problems		

<ul style="list-style-type: none"> • What are the challenges of planning the audio for a location shoot? 	<p>problems when shooting outdoors.</p> <ul style="list-style-type: none"> ❖ List general safety precautions related to the handling of cameras and batteries. ❖ Define both of the remote shooting techniques. ❖ 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>Camera & Batteries Safety Precautions</p> <p>Remote Shooting Techniques</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Visit an electronics or other specialty equipment store and locate the rechargeable batteries section of the store. Review the recharging instructions on several types and brands of batteries. Note the cautions on each package and the differences in the directions provided.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Research the various camera stabilization systems available. Make a spreadsheet comparing the features and prices of several systems.</p>
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Class participation and discussions</p> <p>Presentations</p> <p>Chapter Review Questions</p> <p>Chapter Tests</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops or computers with Internet access</p> <p>Camcorders</p> <p>Tripod, dolly</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>Short Answer Quizzes</p> <p>Vocabulary Quizzes</p> <p>Multiple Choice Tests and Essay Questions</p> <p>Creative and analytical writing</p>		<p>Student Television Network</p>
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Unit:	Music					
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	
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	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 caveats of using background music in a television production? • What permissions must be obtained to use original music in a television production? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ List the guidelines and corresponding exceptions for using background music in a production. ❖ Describe the permissions that must be obtained to use copyrighted music in a production. ❖ Cite permissions that must be obtained to use original music in a production. ❖ Identify the types of contracts available when choosing to use a music library. ❖ 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>Research Guidelines for Background Music</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Go to the Public Domain Information Project Web site and review the various songs considered to be “in the public domain.” Make a list of song titles that you were surprised to see included on the Web site.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Investigate what a copyright protects and what it does not. Create an outline summarizing the information you discover.</p>
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Assessments:	Materials:	Resources:
Class participation and discussions	Interactive Whiteboard	Text: <i>Television Production</i>
Presentations	DVD/video player	Engaging Students in Video Production and Movie Making in the Classroom
Chapter Review Questions	Laptops or computers with Internet access	Video Production/Filmmaking Resources
Chapter Tests	Camcorders	Kids4Kids Video Production
Short Answer Quizzes	Studio camera	Google WeVideo
Vocabulary Quizzes	Text: <i>Television Production</i>	Student Television Network
Multiple Choice Tests and Essay Questions	Tripod, dolly, lighting, Chroma wall, studio, Tricaster	
Creative and analytical writing		

Unit:	Video Switchers and Special Effects Generator																																
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:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5" data-bbox="474 428 1902 464">New Jersey Student Learning Standards</th> </tr> <tr> <th colspan="2" data-bbox="474 464 701 529">Reading</th> <th data-bbox="701 464 907 529">Writing</th> <th data-bbox="907 464 1251 529">Speaking/Listening</th> <th data-bbox="1251 464 1902 529">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 529 701 850">RL.9-10.6 RL.11-12.6</td> <td data-bbox="701 529 907 850">RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7</td> <td data-bbox="907 529 1251 850">W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6</td> <td data-bbox="1251 529 1587 850">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</td> <td data-bbox="1587 529 1902 850">L.9-10.6 L.11-12.6</td> </tr> <tr> <td data-bbox="474 850 701 954">Tech</td> <td colspan="4" data-bbox="701 850 1902 954">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</td> </tr> <tr> <td data-bbox="474 954 701 1084">21st Century Life and Careers</td> <td colspan="4" data-bbox="701 954 1902 1084">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</td> </tr> <tr> <td data-bbox="474 1084 701 1214">Career Ready Practices:</td> <td colspan="4" data-bbox="701 1084 1902 1214">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </tbody> </table>			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 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			
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																															
<ul style="list-style-type: none"> What is the difference 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the main function of a video switcher. 	To assist in meeting this standard, students may:																															

<p>between a video switcher and a SEG?</p> <ul style="list-style-type: none"> • What is a bus and a bank? 	<ul style="list-style-type: none"> ❖ Name some of the effects that are possible when using a special effects generator. ❖ Define the terms “bus” and “bank” in relation to a SEG. ❖ List the steps involved in using the cut bar on a SEG to cut between different camera shots. ❖ 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>Video Switcher Demonstration</p> <p>Practice SEG</p> <p>Fades & Dissolves</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Tape about 5 minutes of television and watch the tape with the sound turned off. Notice the camera switches. Determine why the switch was made at each point and make note of the reason.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Research various brands and models of SEGs. Summarize the options available on five different models and compare the purchase price of each.</p>
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Assessments:	Materials:	Resources:
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Vocabulary Quizzes	Text: <i>Television Production</i>	Student Television Network
Multiple Choice Tests and Essay Questions	, tripod, dolly, lighting, chroma wall, studio, Tricaster	
Creative and analytical writing		

Unit:	Electronic Special Effects				
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
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	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 challenges in 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the difference between a mix bank and an 		To assist in meeting this standard, students may:		

<p>using superimpositions?</p> <ul style="list-style-type: none"> • How does it function in creating an internal key? 	<p>effects bank.</p> <ul style="list-style-type: none"> ❖ Differentiate between a superimposition and a key. ❖ Describe the importance of pixels to DVEs. ❖ 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>Practices Wipes & Transitions</p> <p>Develop Chromakey Shots</p> <p>Shrink an Image with DVE</p> <p>Complete Video Project</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>While watching television, make note of each item you notice the use of a key. Try to determine if the image is an internal key, an external key, or if other options were used to produce the image. Be prepared to discuss your findings in class.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>What effects can you apply to an image on your computer at home? Bring some examples to class.</p>
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Assessments:	Materials:	Resources:
Class participation and discussions Presentations Chapter Review Questions Chapter Tests Short Answer Quizzes Vocabulary Quizzes Multiple Choice Tests and Essay Questions Creative and analytical writing	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera Text: <i>Television Production</i> Tripod, dolly, lighting, Chroma wall, studio, Tricaster, makeup	Text: <i>Television Production</i> Engaging Students in Video Production and Movie Making in the Classroom Video Production/Filmmaking Resources Kids4Kids Video Production Google WeVideo Student Television Network www.beaweb.org