

Secaucus Board of Education

Video Production I
Course Code: 1721
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

It is the policy of Secaucus Public School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. 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 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:	The Television Production Industry					
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 does the media shape our view of the 	Students will be able to: <ul style="list-style-type: none"> ❖ Identify the various areas within the television 		To assist in meeting this standard, students may:			

<p>world and ourselves?</p> <ul style="list-style-type: none"> • How do magazines represent Americans and American values? • What makes an event newsworthy? • What does media literacy mean? • What unspoken messages are being sent through the media? • Why is it important to evaluate the media? • What are the positive aspects of the media? • What do ads illustrate about our American values? 	<p>production industry and cite the unique characteristics of each.</p> <ul style="list-style-type: none"> ❖ Define, explain, and discuss the various media ❖ Examine various examples of media literacy and explore why media literacy is important ❖ Explain/compare personal degrees of media literacy ❖ Classify the pro/con aspects of the mass media industries ❖ Understand how television emerged into its present technology. ❖ Examine the evolution of the industry. ❖ Describe the roles of networks and affiliates in the process of scheduling programming. ❖ Explain how the cost of an ad is determined. ❖ Compare/analyze various advertisements for symbolism/imagery/stereotypes, etc. ❖ Examine the content of ads through history ❖ 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>Reinforce Glossary of Terms</p> <p>Design a Schedule of Programming</p> <p>Advertising for a Specific Program</p> <p>Class and small group discussions of essential questions</p> <p>Truth in Advertising: which products are as good as their advertisements</p> <p>How to look at an image – what human motivation is each focused upon? (Cooperative group presentation of student-selected advertisements)</p> <p>Write an advertisement, complete with a simple, catchy slogan, for a specific product (then another group will analyze the ad)</p> <p>Product Demographic Project (where would you advertise for a specific product?)</p> <p>Read excerpts from <i>Why We Buy</i> by Paco Underhill</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Select a 3-hour block of time from the television schedule listing section of a local newspaper, other publication, or the internet. List the types of television programs aired during the selected block of time and determine the viewing audience for each program type. Make a list of the products that are best suited to advertise during each program.</p>
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		<p style="text-align: center;"><u>Sample Activity</u></p> <p>In pairs, find an article from a reputable news source that relates to the essential questions of this mini unit:</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• How has society and culture changed because of the internet revolution?• How has the internet, specifically email and social networking sites, changed personal relationships and communication?• What impact has the internet had on privacy and people’s willingness to share their personal lives?• How has the internet been used both positively and negatively to organize groups and individuals? <p>One person should summarize the article. The other person should create five open-ended discussion questions based on the article. All students will receive a grade for this assignment, but the three best articles and written work will receive extra credit and an opportunity to share your article with the class.</p> <p>Turn in the following:</p> <ul style="list-style-type: none">• A copy of your article• A typed summary of your article (this should include connections/reflection)• Five open-ended discussion questions (typed)
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		<p style="text-align: center;"><u>Sample Activity</u></p> <p>Students are divided into project groups. Using the same topic for all groups, each group will create a presentation: newspaper article, radio commercial, billboard advertisement, TV commercial. The various formats will be reviewed and discussed by the class - comparison/contrast. Opinions will be shared and each opinion must be supported by the viewer's reasoning. For example, if the radio commercial is believed to be the most effective presentation, the viewer must support his/her opinion with "why". The discussion may be broadened with 1) formats types for specific audiences or purposes, 2) composition requirements for various formats, 3) significant components for various formats, 4) cost effective use of media.</p>
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</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>

analytical writing		Video University History of Television Truth in Advertising
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Unit:	Working in the Television Production Industry																						
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.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Reading</th> <th style="width: 25%; text-align: center;">Writing</th> <th style="width: 25%; text-align: center;">Speaking/Listening</th> <th style="width: 25%; text-align: center;">Language</th> </tr> </thead> <tbody> <tr> <td>RL.9-10.6 RL.11-12.6</td> <td>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7</td> <td>W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6</td> <td>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> </tr> <tr> <td>Tech</td> <td colspan="3">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>21st Century Life and Careers</td> <td colspan="3">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>Career Ready Practices:</td> <td colspan="3">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </tbody> </table>			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	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 production 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the possibilities of each production staff 	To assist in meeting this standard, students may: Demonstrate Cues Commonly Used by Floor																					

<p>workflow?</p> <ul style="list-style-type: none"> • What are the three phases of video production? 	<p>position are dependent on the functions of other staff positions.</p> <ul style="list-style-type: none"> ❖ List the primary responsibilities of each production staff member. ❖ 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>Managers</p> <p>Identify Staff Required for Different Scenarios</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Record the final credits of your favorite television show. Play the credits back slowly and notice all the job titles listed List any titles that are unfamiliar to you and research the responsibilities of each job. Be prepared to present this information in class.</p> <p style="text-align: center;"><u>Sample Activities</u></p> <p>Choose one of the following: Watch 20 minutes of the local or national news tonight with the sound turned off. Can you still follow what the newscasters are communication? Why? Watch 10 Minutes of a sitcom with sound turned off. Can you still follow the storyline? Try watching a commercial that you have never seen before with the sound turned off. Obviously, the product name appears on screen at some point. What is the commercial trying to tell you about the product? Can you figure it out without the audio?</p> <p style="text-align: center;"><u>Sample Activity</u> <u>Teleprompter</u></p> <ol style="list-style-type: none"> 1) Activity Description: Students gather information from various sources for the news broadcast including: 1) weather-internet 2) world / national / state / local news - internet
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		<p>(AP Wire) or local broadcast / newspaper 3) teachers / administrators / students / club sponsors - upcoming events</p> <p>Students should prepare copy, edit, type and run on the teleprompter for the anchors.</p>
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>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>EasyPrompter</p> <p>Smithsonian: History of the Teleprompter</p>

Unit:	The Video Camera and Support Equipment					
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.					
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				
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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"> How does the appearance of 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the differences between the various video 		To assist in meeting this standard, students may:			

<p>an image change when the gain is adjusted?</p> <ul style="list-style-type: none"> • What are the benefits of using a tripod when shooting outside of the studio? 	<p>cameras available.</p> <ul style="list-style-type: none"> ❖ Identify each part of a video camera and note the corresponding function. ❖ Differentiate between the focal length and the focal point related to a zoom lens. ❖ Explain the interrelationship between f-stops, the iris, and aperture in controlling light. ❖ List the challenges and benefits involved in using hand-held camera shooting. ❖ Identify the types of tripod heads available and cite the unique characteristics of each. ❖ 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>Experiment with Zoom and Focus</p> <p>Level a Tripod</p> <p>Locate the Parts of a Camera</p> <p>Students will work in small groups to plan, script, and produce a movie short (five to ten minutes). Students should research unions, right to work, clearances, releases, costs and budget. Students will create a treatment and a story.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>To illustrate the proper result of focusing a camera lens, perform the following:</p> <ol style="list-style-type: none"> 1) Place a piece of white paper on the right side of a piece of black paper. 2) Point a camera at both pieces of paper. 3) Move the lens so that the camera is out of focus 4) Notice that the left edge of the picture is clearly black and the right edge is clearly white. It is difficult to determine where the image turns from black to white, as the center of the picture is gray. 5) Twist the focus ring of the lens, slowly bringing the picture into focus. 6) The center of the picture becomes less and less gray and the image becomes sharper. When the
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		<p>picture is completely “in focus,” the separation between black and white is as sharp as possible.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Create an analogy (a written paragraph or an illustration) that effectively explains the relationship between f-stops, the iris, and aperture.</p>
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>Presentations</p> <p>Short Answer 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>At least two field cameras and tripods, two microphones (wireless, if possible), a fishpole boom, an audio mixer, an editing system, lighting reflectors and gel paper</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>

Unit:	Video Camera Operations					
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.					
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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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 steps in pre- 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain how depth of field contributes to composing a 		To assist in meeting this standard, students may:			

<p>focusing a zoom lens?</p> <ul style="list-style-type: none"> • Why should a camera's depth of field be as large as possible? 	<p>good picture.</p> <ul style="list-style-type: none"> ❖ Describe the composition of each type of camera shot. ❖ List and define a variety of camera movements. ❖ Explain how a videographer can psychologically affect the audience. 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>Pre-focus a Camera</p> <p>Frame Shots</p> <p>Perform Camera Movements</p> <p>Analyze newscasts from network and local stations, and do a break down analysis of an actuality by component parts (stand-up, reporter vo, etc.), type of shots, and number of shots.</p> <p>Illustrate on video, the relationship between a person and a job (a real vocation, not something made up). The story of the person-job interaction should be through the use of establishing shots, close-ups, & extreme close-ups.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Create a shot sheet for a three-camera production instructing views on how to make a peanut butter and jelly sandwich. The shots must vary. No single shot should last more than three seconds.</p> <p>Use your own body to demonstrate the camera movements described in this chapter.</p> <ul style="list-style-type: none"> • Pan Left: Stand perfectly still and turn your head to your left • Pan Right: Stand perfectly still and turn your head to your right • Tilt Up: Stand perfectly still and point your nose to the ceiling of the room.
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		<ul style="list-style-type: none"> • Tilt Down: Stand perfectly still and point your nose to the ground between your feet. • Pedestal Up: Rise up on your tiptoes while facing forward (toward the set). • Pedestal Down: Squat down while facing forward (toward the set). • Dolly In: Smoothly walk forward, directly toward the set. • Dolly Out: Smoothly walk backward while facing the set • Truck Right: Walk sideways to the right while facing the set. • Truck Left: Walk sideways to the left while facing the set. • Arc: Walk in a circle around an object, keeping your eyes fixed on that object. Walking to your right (counterclockwise) is an arc right. Walking to your left (clockwise) is an arc left.
Assessments:	Materials:	Resources:
Class participation and discussions Presentations Short Answer Quizzes Multiple Choice Tests and Essay	Interactive Whiteboard DVD/video player Laptops or computers with Internet access Camcorders Studio camera	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

<p>Questions</p> <p>Creative and analytical writing</p>		<p>Student Television Network</p> <p>Video University</p>
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Unit:	Videotape and Recorders				
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.				
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 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"> Why does the “format” 	Students will be able to: <ul style="list-style-type: none"> ❖ Explain the process of cleaning video heads. 	To assist in meeting this standard, students may:			

<p>matter?</p> <ul style="list-style-type: none"> • What are the common causes of white spots appearing on the screen while viewing a tape? • What are the appropriate materials for cleaning video heads? 	<ul style="list-style-type: none"> ❖ Identify professional quality videotape formats among all the types available. ❖ Describe the function of the control track in regulating the playback speed of videotape. ❖ Explain the role of an RF converter in a television's use of audio and video signals. ❖ 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>Dissect a VCR</p> <p>Sample Different Tape Formats</p> <p>Select TV & Monitor Connections</p> <p>Research Different Types of Recorders</p> <p>Investigate:</p> <ul style="list-style-type: none"> • What is an upwardly compatible videotape? • How is the control track related to the playback speed of a videotape? • What is the purpose of a test record? • What does an RF converter do? • How do monitors, receivers, and monitor/receivers differ from each other? • What is the purpose of the head and the tail at the beginning of each scene?
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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 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 Video University

Unit:	Scriptwriting					
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.					
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 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 nod shots? 	Students will be able to: <ul style="list-style-type: none"> ❖ Name each of the program formats presented and cite 		To assist in meeting this standard, students may:			

<ul style="list-style-type: none"> • What is a script outline? What is a montage? 	<p>the unique characteristics of each.</p> <ul style="list-style-type: none"> ❖ List the expected components of a program proposal. ❖ Identify the elements in each type of script used in television 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 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>Set Diagram Sketch</p> <p>Scriptwriting</p> <p>Write Program Proposals</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>For each of the program formats listed below, name a television show that swerves as a format example:</p> <ul style="list-style-type: none"> • Lecture • Lecture/demonstration • Panel Discussion • Interview • Drama • Magazine • Music • Video <p>Be prepared to explain the characteristics of the selected television show that qualify it as an example of the corresponding program format.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Record an episode of your favorite sitcom and create an outline for the program. Remember that an outline for this type of program breaks each major even in the story into the fewest number of words possible and</p>
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		progresses chronologically.
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>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>

Unit:	Image Display																						
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.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Reading</th> <th style="width: 25%; text-align: center;">Writing</th> <th style="width: 25%; text-align: center;">Speaking/Listening</th> <th style="width: 25%; text-align: center;">Language</th> </tr> </thead> <tbody> <tr> <td>RL.9-10.6 RL.11-12.6</td> <td>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7</td> <td>W.9-10.2. W. 9-10.6 W.11-12.2. W.11-12.6</td> <td>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> </tr> <tr> <td>Tech</td> <td colspan="3">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>21st Century Life and Careers</td> <td colspan="3">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>Career Ready Practices:</td> <td colspan="3">CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </tbody> </table>			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	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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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 conditions for 	Students will be able to: <ul style="list-style-type: none"> ❖ Describe the appropriate use of still photos in a video 	To assist in meeting this standard, students may:																					

<p>using still photos in a video program?</p> <ul style="list-style-type: none"> • What is contrast ratio? • What is the difference between a roll and a crawl? 	<p>production.</p> <ul style="list-style-type: none"> ❖ List guidelines for creating text to display on a television screen. ❖ Explain how contrast ratio affects television graphics. ❖ Differentiate between 4:3 and 16:9 aspect ratios. ❖ 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>Title Demo</p> <p>Font Selection</p> <p>Zebra Stripes</p> <p>Crawls</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Watch two versions of the same movie: one in full screen format (4:3 aspect ratio) and one in wide screen, or letterbox, format (16:9 aspect ratio). Write down the noticeable differences in various scenes. BE prepared to share this information in class.</p> <p style="text-align: center;"><u>Sample Activity</u></p> <p>Visit a high-end electronics retail store. Compare the picture on an analog television screen of any size to the clarity and floor on both a digital television and a High Definition Television. Make note of the various specifications on several digital and HDTV model and indicate the prices of each. Be prepared to share your findings to the 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	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 Video University