

Introduction to TVRF Digital Video Production I Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District TV Media Curriculum

Content Area: Television and Broadcasting	
Course Title: Introduction to TV Media	Grade level: 9 - 12
Unit 1: Introduction to Television and Media	1 week
Unit 2: Camera and Composition	2 weeks
Unit 3: Basic Video Editing	3 weeks
Unit 4: Storyboarding	1 weeks
Unit 5: Public Service Announcements	2 weeks
Unit 6: Chroma Keying	1 week
Unit 7: TV Production	6 weeks
Unit 8: Game Show	4 Weeks
Date Revised: August 2022	Board Approved On:

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 1 Overview
Content Area: Television and Broadcasting
Unit Title: Introduction to Television and Media
Target Course/Grade Level: 9 - 12

Unit Summary:

- This unit will cover the ever-changing history of audio and video production. The unit will explore the most important events, breakthroughs, trends, and developments in the audio and video production industries. The basic break down on the television production process is discussed: preproduction, production, and post-production

Interdisciplinary Connections:

- CCSS.ELA-LITERACY.W.9-10.3
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.9-10.7
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12prof.Cr1a
- 1.2.12prof.Cr1b
- 1.2.12prof.Cr1c
- 1.2.12prof.Cr1d

21st Century Themes, Skills, and Standards:

- Career Ready Practices
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.
- 9.2.12.CAP.1
- 9.2.12.CAP.9
- 9.3.12.AR.5
- 9.3.12.AR-AV.1
- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.CI.3

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them		
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.		
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology and Communications Career Cluster.		
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).		
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).		
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).		
1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.		
1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.		
1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.		
1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Enduring Questions: <ul style="list-style-type: none"> • What are the three production phases? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> • Students can identify the three production phases: preproduction, production and </td> </tr> </table>		Unit Enduring Questions: <ul style="list-style-type: none"> • What are the three production phases? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Students can identify the three production phases: preproduction, production and
Unit Enduring Questions: <ul style="list-style-type: none"> • What are the three production phases? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Students can identify the three production phases: preproduction, production and 		

- **Can you describe the effect-to-cause model?**
- **Can you explain the differences between nontechnical production personnel and technical personnel?**
- **Who are the people that make up the news department?**
- **How do media artists generate ideas and formulate artistic intent?**
- **How does collaboration expand and affect the creative process?**
- **How can creative risks be encouraged?**

- **postproduction and their roles.**
- **The effect-to-cause model moves for the basic idea to the process message and from there to the medium requirements necessary to actually cause the process message. The closer to the defined and actual process messages match, the more successful the program.**
- **Nontechnical production personnel include a variety of people who design the program and execute the program while technical personnel include the engineers, who install and maintain equipment and non-engineering technical personnel who operate the equipment.**
- **The news department has its own production personnel, who consist of a variety of producers, writers, assignment editors, graphic artists, reporters, and videographers as well as video journalists, who report, operate the camera, and write and edit the story.**
- **Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.**
- **There are strategies to improve one's professional value and marketability.**
- **Career planning requires purposeful planning based on research, self-knowledge, and informed choices.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Prior to electric televisions, we had mechanical televisions. These early televisions started appearing in the early 1800s. They involved mechanically scanning images then transmitting those images onto a screen. Compared to electronic televisions, they were extremely rudimentary. ● Electronic televisions rely on a technology called a Cathode Ray Tube (CRT) as well as two or more anodes. The anodes were the positive terminals, and the cathode was the negative terminal. ● The first mechanical TV station was called W3XK and was created by Charles Francis Jenkins (one of the inventors of the mechanical television). That TV station aired its first broadcast on July 2, 1928 ● America’s first television program, which was called The Queen’s Messenger. ● CBS was the first company to create a color television set. ● Television transmission transitioned from analog to digital in the U.S. on June 12, 2009. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Distinguish between analog and digital television signals. ● Identify an HDMI cable and its purpose.

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 2 Overview</p>
<p>Content Area: Television Broadcasting</p>

Unit Title: Camera and Composition

Target Course/Grade Level: 9-12

Unit Summary:

- Students will learn how to setup cameras with relevant equipment, tripods, microphones and headphones, and test equipment. They will begin to learn how to compose a shot, the types of shots that are used in filming and setting up proper lighting.

Topics will include:

- The Camera
- Composing
- Controlling Light
- Rule of Thirds

Interdisciplinary Connections:

- CCSS.ELA-LITERACY.W.9-10.3
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.L.11-12.4.A
- CCSS.ELA-LITERACY.RST.9-10.7
- CCSS.ELA-LITERACY.RST.11-12.7
- 1.2.12prof.Cr2a
- 1.2.12prof.Cr2b
- 1.2.12prof.Cr2c

21st Century Themes, Skills, and Standards:

- Career Ready Practices
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CPR2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP6. Demonstrate creativity and innovation.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP11. Use technology to enhance productivity.
 - CPR12. Work productively in teams while using cultural and global competence.
- 9.2.12.CAP.5
- 9.2.12.CAP.6
- 9.3.12.AR-AV.2
- 9.3.12.AR.AV.4
- 9.3.12.AR.JB.4
- 9.4.12.CL.1
- 9.4.12.CT.1
- 9.4.12.TL.1

Learning Targets	
CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR.AV.4	Design an audio, film and/or film production
9.3.12.AR.JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, internet, mobile).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.11-	Produce clear and coherent writing in which the development,

12.4	organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.2.12prof.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
1.2.12prof.Cr2c	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can you change meaning by changing only the placement of objects in a frame? ● How does the camera's placement affect your perception of an object? ● How is it possible to rearrange shots and maintain meaning? ● How does lighting 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Camera composition and framing is important in conveying meaning. ● The physical placement of a camera will change the perspective of both the subject and the audience. ● The order of events in a film will affect the continuity of a film. ● Exposure and focus are elements that are important to meaning and need to be manipulated by the camera operator. ● Tripods are helpful in composing a shot not just steadying a camera. ● Media artists plan, organize and develop creative ideas that

<p>affect the composition of a shot?</p> <ul style="list-style-type: none"> • What functions of a camera are adjusted for every shot? • What filming situations require a tripod? • How do media artists work? • How do media artists and designers determine whether a particular direction in their work would be effective? • How do media artists learn from trial and error? 	<p>can effectively realize the artistic intent and communicate meaning.</p> <ul style="list-style-type: none"> • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • With a growth mindset, failure is an important part of success. • Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Filming a story requires proper composition and a logical order of sequenced events. • The proper media cards vary by camera and intent. • Focus can be concentrated on one or multiple planes. • The aperture controls the amount of light let into a camera. The composition of a shot should be based on the rule of thirds. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Create a series of shots that can be edited to tell a story. • Analyze a task and choose media appropriate to accomplish it. • Assess what should be the focal point in a shot. • Apply the correct f-stop for varied situations. • Construct a shot using all three vertical and horizontal lines as a point of focus or interest.

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Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 3 Overview
Content Area: Television and Broadcasting
Unit Title: Basic Video Editing
Target Course/Grade Level: 9-12
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Introduction to using Final Cut Pro X and its features. Students will learn how to capture footage, manipulate shots, understand the timeline and tracks, and how the editing process is important part of storytelling. <p>Topics include:</p> <ul style="list-style-type: none"> ● The Workflow ● Organizing Media ● File Formats ● The Timeline ● Tracks
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RST.11-12.3 ● CCSS.ELA-LITERACY.RST.11-12.4 ● CCSS.ELA-LITERACY.RST.9-10.3 ● CCSS.ELA-LITERACY.RST.9-10.4 ● 1.2.12prof.Cr3a ● 1.2.12prof.Cr3b
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● Career Ready Practices <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Communicate clearly and effectively and within reason.</p> <p>CRP6. Demonstrate creativity and innovation</p>

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

- 9.2.12.CAP.1
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-AV.4
- 9.4.12.CI.1
- 9.4.12.CI.2
- 9.4.12.DC.6

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
CCSS.ELA-LITERACY.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-LITERACY.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-LITERACY.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS.ELA-LITERACY.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
1.2.12prof.Cr3b	Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can editing affect meaning? ● Why are like files grouped together? ● Why are there multiple ways to perform a task? ● When should video and audio be edited together? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Editing is a key component in the story telling process. ● Proper file formatting and management is needed for an organized workflow. ● The workspace layout can be rearranged when one has a firm comprehension of window functions.

<ul style="list-style-type: none">● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?● How do media artists improve/refine their work?	<ul style="list-style-type: none">● The relationship between visual and auditory elements is essential to meaning.● The types of transitions between scenes affect the ability to convey time and tone.● The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.● There are strategies to improve one's professional value and marketability.● Cultivating online reputations for employers and academia requires separating private and professional digital identities.● Innovative ideas or innovation can lead to career opportunities.● With a growth mindset, failure is an important part of success.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">● The workflow can be customized for different types of projects.● Ingesting decisions affect file format.● Properly setting up scratch disk organizing file paths.● The timeline is where most editing is done.● Video and audio can be layered in multiple tracks.● The media browser is used to organize your media.	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none">● Create a short film using Final Cut Pro X from footage shot on a digital camera.● Arrange a workspace for a specific project.● Recognize file formats and how they are transferred to the computer.● Create a library to upload files.● Compose video and audio clips in a timeline.● Distinguish between tracks for audio and video.● Arrange media by type and use.● Edit footage using tools in the source

<ul style="list-style-type: none"> ● The source monitor allows for editing original footage. ● The program monitor is used to build a sequence. ● There are keyboard shortcuts to change the type of tool with which you are working. ● Bins can be created in the project panel to organize media. 	<p>window.</p> <ul style="list-style-type: none"> ● Recall shortcuts for tools and locate tools on the tools panel. ● Adjust volume for audio clips. ● Adjust lighting for video clips. ● Export video to finalize.
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<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Storyboards</p>
<p>Target Course/Grade Level: 9-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● The importance to create and use a storyboard as the first step in preproduction of video creation. The storyboard is used to organize thoughts, scripts, shots and location of a video or scene. It is an organizational tool to speed up the actual filming of a project. ● Topics include: <ul style="list-style-type: none"> ● Structure of a Story ● Multiple authors ● Drawing for meaning ● Composing a storyboard
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.3 ● CCSS.ELA-LITERACY.W.9-10.4

- CCSS.ELA-LITERACY.W.11-12.2
- CCSS.ELA-LITERACY.W.11-12.3
- CCSS.ELA-LITERACY.W.11-12.4
- 1.2.12prof.Cr3a
- 1.2.12prof.Cr3b

21st Century Themes, Skills, and Standards:

- 9.2.12.CAP.1
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-JB.2
- 9.3.12.AR-JB.3
- 9.3.12.AR-PRF.5
- 9.4.12.CL.1
- 9.4.12.CL.3

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.

9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
CCSS.ELA-LITERACY.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>1.2.12prof.Cr3a</p>	<p>Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.</p>
<p>1.2.12prof.Cr3b</p>	<p>Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does conflict shape a story? ● Why is time and important factor in telling a story? ● When is the character created before the story? ● Why is a storyboard important to have while filming a movie? ● How can the same story be told through multiple perspectives? ● How can still images tell a story? ● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? ● How do media artists improve/refine their work? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Conflict, characters, and location shape the stories. ● Pre-production is the foundation on which production is built. ● Collaborating in groups to tell a story allows for diverse perspectives. ● Storyboards are visual guides that display key scenes of a longer story. ● The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks. ● There are strategies to improve one's professional value and marketability. ● With a growth mindset, failure is an important part of success. ● Innovative ideas or innovation can lead to career opportunities.
<p>Unit Objectives: <i>Students will know....</i></p>	<p>Unit Objectives: <i>Students will be able to.....</i></p>

<ul style="list-style-type: none"> ● All major components of a film can be found in the storyboard ● Key visual <i>plot points</i> are found in <i>key frames</i> on a storyboard. ● The relationship between visual and auditory components creates meaning. ● Storyboards can be used in post-production to let the editor know what the director wants his/her film to look like. 	<ul style="list-style-type: none"> ● Create a storyboard that accurately reflects a film that will be produced. ● Prepare a storyboard using computer software. ● Identify important visual elements in a storyboard. ● Compose dialogue that will coordinate with key frames that are essential to the comprehension of the story’s plot line. ● Evaluate which scenes are essential to the story and what footage can be eliminated from the final cut.
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<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 5 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Public Service Announcements (PSAs)</p>
<p>Target Course/Grade Level: 9 - 12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● A public service announcement (PSA), or public service ad, is a message in the public interest disseminated without charge, with the objective of raising awareness, changing public attitudes and behavior towards a social issue. ● Topics Include: <ul style="list-style-type: none"> ● Universal Themes ● Fact Checking ● Using Titles in Final Cut Pro X
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.9-10.2.A ● CCSS.ELA-LITERACY.W.9-10.2.B ● CCSS.ELA-LITERACY.W.9-10.8 ● CCSS.ELA-LITERACY.SL.9-10.1.B ● CCSS.ELA-LITERACY.SL.9-10.2

- CCSS.ELA-LITERACY.SL.9-10.5
- CCSS.ELA-LITERACY.W.11-12.2.A
- CCSS.ELA-LITERACY.W.11-12.2.B
- CCSS.ELA-LITERACY.W.11-12.8
- CCSS.ELA-LITERACY.SL.11-12.1.B
- CCSS.ELA-LITERACY.SL.11-12.2
- 1.2.12prof.Pr4a

21st Century Themes, Skills, and Standards:

- Career Ready Practices
 - CRP1. Act as responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.5
- 9.2.12.CAP.6
- 9.2.12.CAP.7
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.4
- 9.3.12.AR-JB.2
- 9.3.12.AR-JB.3
- 9.3.12.AR-JB.4
- 9.4.12.CT.1
- 9.4.12.CT.2
- 9.4.12.IML.3
- 9.4.12.IML.4

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
CCSS.ELA-LITERACY.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

	comprehension.
CCSS.ELA-LITERACY.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.SL.9-10.1.B	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-LITERACY.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format

	for citation.
CCSS.ELA-LITERACY.SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.12prof.Pr4a	Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does age, gender, or socio-economic class affect the way we perceive a message? ● How does one use common emotions to illicit a reaction from an audience? ● How can one effectively convey an important concept in a brief presentation? ● Does one better retain information by reading it or by hearing it? ● How are complex media arts experiences constructed? ● At what point is a work considered "complete"? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● People respond to messages in different ways. ● Humor, drama/conflict, and surprise/shock are universal experiences. ● An audience better retains information when it is short and concise. ● Text can be used effectively in brief presentations. ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication ● Career planning requires purposeful planning based on research, self-knowledge, and informed choices. ● Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and

	<p>simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p> <ul style="list-style-type: none"> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> In the process of creating a PSA a filmmaker will use universally recognized images and actions to communicate ideas. Facts from reputable sources will strengthen a message. The placement, size, color, font selection for titles affects the message. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> Produce a PSA using Final Cut Pro X that addresses a social issue, which is important to a specific age group. Recognize and use images that provoke a desired emotion. Research factual information on a topic. Analyze sources of information. Compose titles in Final Cut Pro X that fit the tone and message. Align titles using the safe title margins.

Unit 6 Overview

Content Area: Television and Broadcasting

Unit Title: Chroma Keying

Target Course/Grade Level: 9 - 12

Unit Summary:

- Chroma Key is a technique used in film, video and still photography to replace a portion of an image with a new image. The importance of the color and lighting in chroma keying is discussed, how chroma key works and how to use the feature properly.
- Topic Include:
 - Blue Screen
 - Green Screen
 - Lighting
 - Final Cut Pro X Chroma Key Effects

Interdisciplinary Connections:

- CCSS.ELA-LITERACY.RST.9-10.4
- CCSS.ELA-LITERACY.RST.11-12.4
- 1.2.12prof.Pr5a
- 1.2.12prof.Pr5b
- 1.2.12prof.Pr5c

21st Century Themes, Skills, and Standards:

- Career Ready Practices
 - CRP2. Apply appropriate academic and technical skills.
 - CRP6. Demonstrate creativity and innovation.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.3
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.4.12.CI.1

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	
CCSS.ELA-LITERACY.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
CCSS.ELA-LITERACY.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	
1.2.12prof.Pr5a	Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	
1.2.12prof.Pr5b	Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.	
1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.	
Unit Enduring Questions: <ul style="list-style-type: none"> ● When would it be beneficial to have the ability to replace one image with another? ● How can video software recognize color? ● What is special about blue and green 		Unit Enduring Understandings: <ul style="list-style-type: none"> ● Chroma key is a technique used in film, video, and still photography to replace a portion of an image with a new one. ● Anything in the shot, which falls within a specified color range will be made transparent.

<p>that is used in chroma keying?</p> <ul style="list-style-type: none"> ● What types of programs would need to replace image with another to affect cost? ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques? 	<ul style="list-style-type: none"> ● The most common colors used in chroma keys are blue and green because it's the furthest from skin tones. ● Blue screen and green screen sets are very common in film and television studios and are used to cut the cost of production. ● Media artists require a range of skills and abilities to creatively solve problems. ● There are strategies to improve one's professional value and marketability. ● With a growth mindset, failure is an important part of success.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Replacing either blue or green in a shot requires proper lighting so as to make the colors a solid hue. ● The Chroma Key process is based on the luminance key. In a luminance key, everything in the image over (or under) a set brightness level is "keyed" out and replaced by either another image, or a color from a color generator. ● Blue is the complementary color to flesh tones - since the most common colors in most scenes is flesh tone; the 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Organize floor lights to properly light a backdrop. ● Apply a chroma key effect to footage shot in front of a green screen using Final Cut Pro X ● Assess whether the light from the blue/green screen is bouncing onto the subject being filmed. ● Apply more than one chroma key effect to a single clip to remove entire background.

<p>opposite color is the logical choice to avoid conflicts.</p> <ul style="list-style-type: none">● Video cameras are usually most sensitive in the green channel, and often have the least noise in that channel. A disadvantage is that green spill is almost always objectionable and obvious in small amounts.	
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Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 7 Overview	
Content Area: Television and Broadcasting	
Unit Title: TV Production	
Target Course/Grade Level: 9 - 12	
Unit Summary: <ul style="list-style-type: none">● TV production is a collaborative process during both the pre-production (writing) and production. All the jobs in the studio will be described with hands-on activities to learn all the equipment in the studio. Learn the jobs involved to create a successful broadcast and how to work as a team.● Topics Include:<ul style="list-style-type: none">● Writing for television● Production crews● Directing● Camera Operations● Video Switcher (TriCaster)● Audio Board● Live TV Production● News Programs● Talk Shows● Game Shows	
Interdisciplinary Connections: <ul style="list-style-type: none">● CCSS.ELA-LITERACY.SL.9-10.1.B● CCSS.ELA-LITERACY.SL.9-10.5● CCSS.ELA-LITERACY.SL.11-12.1.B● CCSS.ELA-LITERACY.SL.11-12.5● 1.2.12prof.Pr6a	

- 1.2.12prof.Pr6b

21st Century Themes, Skills, and Standards:

- **Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- 9.2.12.CAP.1
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.2.12.CAP.4
- 9.2.12.CAP.5
- 9.2.12.CAP.6
- 9.2.12.CAP.7
- 9.2.12.CAP.8
- 9.2.12.CAP.9
- 9.2.12.CAP.10
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-AV.4
- 9.3.12.AR-JB.2
- 9.3.12.AR-JB.3
- 9.3.12.AR-PRF.6
- 9.3.12.AR-PRF.7
- 9.4.12.CL.2
- 9.4.12.CL.3
- 9.4.12.CT.1
- 9.4.12.DC.1
- 9.4.12.DC.2

Learning Targets

CPI #

Cumulative Progress Indicators (CPI) for Unit

Lower Cape May Regional School District

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
CCSS.ELA-LITERACY.SL.9-10.1.B	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

12.1.B	
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.12prof.Pr6a	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
1.2.12prof.Pr6b	Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does a group collaborate during pre-production? ● How does a group collaborate during a technical task in the production process? ● How can one crew position affect another position? ● What are considered basic functions on a piece of equipment? ● How does a crew member communicate nonverbally? ● How does the type of program dictate how equipment will be used? ● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing, or distributing media artworks? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● TV production is a collaborative process during both pre-production (writing) and production. ● Crew members must have an understanding of how their performance will affect the performance of others. ● Each crew member must know the basic functions of the equipment they are using for a successful production. ● TV production crews must communicate verbally and non-verbally. ● Different types of programs will require varied skill levels on a piece of equipment. ● Media artists present, share and distribute media artworks through various social, cultural, and political contexts. ● There are strategies to improve one's professional value and marketability. ● Career planning requires purposeful planning based on research, self-knowledge, and informed choices. ● Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit ● Collaboration with individuals with diverse

	<p>experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <ul style="list-style-type: none"> • Innovative ideas or innovation can lead to career opportunities.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • There are many types of TV productions, and they all have different requirements. • The director is ultimately responsible for all stages of production and for assuring the crew is properly executing their task. • The camera operator is responsible for framing and holding a shot when commanded. • The floor manager is responsible for communicating to the talent the commands of the director verbally and non-verbally. • Talent is responsible for editing copy so as to clearly disseminate information in a timely manner. • The sound technician is responsible for all audio equipment and microphones and the audio levels of the production. • The technical director is responsible for all visual elements in the control room and works closely with the director when switching between video sources. • The teleprompter operator is 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Analyze a genre of TV production and its requirements. • Construct and execute a program that is visually interesting. • Appraise all tasks being performed. • Prioritize the importance of content. • Identify the elements that can be eliminated during a live production. • Assess the content and the time allotment. • Explain to the crew his/her expectations for a program. • Produce a TV production in a variety of genres. • Apply the principles of framing and composition during live and taped productions. • Communicate with hand signals and prepare talent for director’s commands. • Compose and perform script so it can be easily read and is easily understood by the audience. • Discriminate between microphones. • Adjust audio levels as needed. • Perform all microphone checks. • Perform the basic functions of the TriCaster Switcher. • Identify the program and preview busses.

<p>responsible for controlling the size and the speed of the script as it appears to the talent on the studio prompters.</p> <ul style="list-style-type: none"> ● The playback operator is responsible for all B-roll that needs to be inserted in the show between and during the live segments of the program. 	<ul style="list-style-type: none"> ● Execute transitions between video sources through presets and by hot punching. ● Perform transitions between external and internal sources as well as M/E effects. ● Prepare roll-ins for transition. ● Assess the size and speed of the script for the needs of each on air talent. ● Organize the content of all media players for air.
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<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 8 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Game Show</p>
<p>Target Course/Grade Level: 9 - 12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● The unit will concentrate on creating a game show. Students will break down game shows into categories based on the type of game show. They will look for common themes in all game shows, such as host, prizes, challenge. Finally, they will design their own game show. The game show must be filmed in one take to reflect a “live” show. ● Topics Includes: <ul style="list-style-type: none"> ● Categories of Game Shows ● Similarities and Differences of Game Shows ● Scripting for Game Shows ● Choosing Music ● Setting up microphones for different sets ● Set Design ● Creating a light grid for the Game Show

- Jobs required for a Game Show

Interdisciplinary Connections:

- CCSS.ELA-LITERACY.SL.9-10.5
- CCSS.ELA-LITERACY.SL.11-12.5
- 1.2.12prof.Re7a
- 1.2.12prof.Re7b
- 1.2.12prof.Re8a
- 1.2.12prof.Cn10a
- 1.2.12prof.Cn10b
- 1.2.12prof.Cn11a
- 1.2.12prof.Cn11b

21st Century Themes, Skills, and Standards:

- Career Ready Practices
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.1
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.2.12.CAP.4
- 9.2.12.CAP.5
- 9.2.12.CAP.6
- 9.2.12.CAP.7
- 9.2.12.CAP.8
- 9.2.12.CAP.9
- 9.2.12.CAP.10

- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-AV.4
- 9.3.12.AR-JB.2
- 9.4.12.CI.2
- 9.4.12.CI.3
- 9.4.12.CT.1
- 9.4.12.DC.1
- 9.4.12.DC.2
- 9.4.12.IML.8
- 9.4.12.IML.9

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.12prof.Re7a	Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
1.2.12prof.Re7b	Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
1.2.12prof.Re8a	Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences such as learning and sharing through online environments.

<p>1.2.12prof.Cn11a</p>	<p>Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).</p>
<p>1.2.12prof.Cn11b</p>	<p>Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are the common characteristics of a game show? ● What are the major game show categories? ● How can music set the tone for a game show? ● What is the hosts role in the game show? ● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience? ● How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art? ● How does engaging in creating media artworks enrich people's lives? ● How does making media artworks attune people to their surroundings? ● How do media artworks contribute to an awareness and understanding of our lives and communities? ● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art mirror aspects of life? ● How do the other arts, disciplines, 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The common characteristics of a gameshow are host, audience, contestants, task to complete, music, and prizes. <ul style="list-style-type: none"> ● The categories are activity-oriented, dating, panel, quiz, puzzle, and reality. ● Music sets the tone by using intense music to draw the audience and viewers at home into the show and also light-hearted while the show is beginning and moving along. ● The hosts role is to keep the show moving by introducing contestants, explaining the rules, announcing winners. ● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. ● Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. <ul style="list-style-type: none"> ● Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. ● Understanding connections to varied contexts and daily life enhances a media

contexts, and daily life inform the creation, performance and response to media arts?

artist's work.

- **There are strategies to improve one's professional value and marketability.**
- **Career planning requires purposeful planning based on research, self-knowledge, and informed choices.**
- **Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit**
- **Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.**
- **Innovative ideas or innovation can lead to career opportunities.**
- **Media have embedded values and points of view.**

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Working together as a team to create a game show. ● Timing to run the show within a specific frame ● Proper use of hand signals to communicate during the live show ● Write a script for a live show ● Draw a light plot ● Importance of music during the show ● Creating graphics for the show ● How to setup microphones for each guest and host 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Create a game show that will be filmed in one take. ● Create a script ● Design a set ● Understand and use a light plot ● Use studio equipment to run a show ● Use hand signals to “talk” to each other during the live show ● Describe the different light options and when to use lavaliers, boom microphone, stick microphone

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</p>	
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Kahoot ● Quizlet ● Hand signals ● Observation ● Self-Assessment ● Exit Card ● Writing Prompt ● Debriefing 	
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● Finished, edited projects 	

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
<http://www.nj.gov/education/cccs/2014/career/93.pdf>

Project-based Learning Tasks:

- 14 Shot Project
- First Interviews
- Green Screen Weather Reports
- Round Robin TV Studio
- Game Show

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
- Mac computers
- Final Cut Pro X
- Video Cameras
- Soundboard
- Teleprompter
- Video Mixer (TriCaster)
- YouTube
- Instagram
- Twitter

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
AFI Screen Nation. "Storyboarding – "AFI's Lights, Camera, Education!" Online video clip. *YouTube*. Mar.11, 2008. Web. 12 Sept. 2014
Bradley, Scott. "Toy Story - Storyboarding." Online video clip. *YouTube*. July 2011. Web. 10 Sept. 2014
Harrington, Richard. "Lynda.com Training | Adobe Green-Screen Workflow." *Lynda.com*. LinkedIn, n.d. Web. 20 July 2015.
Jago, Maxim. *Adobe Premiere Pro CC: Classroom in a Book*. San Francisco: Peachpit Press. 2014. Print.
Katz, Steven. *Film Directing Shot By Shot: Visualizing from Concept to Screen*. Studio City: Michael J. Wiese Productions, 1993. Print.
Kennedy, Ashley. "Lynda.com Training | Premiere Pro CC Essential Training (2015)." *Lynda.com*. LinkedIn, 23 June 2015. Web. 20 July 2015.
Pixar. "PIXAR Storyboarding." Online video clip. *YouTube*. Feb.11, 2013. Web. 10 Sept. 2014.
Shanner, Peter. *Digital Filmmaking: An Introduction*. Dulles: Mercury Learning and Information, 2001. Print.
Sony Animation. "Inside Sony Pictures Animation – Storyboard Artist Patrick Harpin." Online video clip. *YouTube*. April 23, 2004. Web. 9 Sept. 2014.
Students Against Destructive Decisions. *SADD*. SADD National, n.d. Web. 9 Oct. 2014.
Zettl, Herbert. *Television Production Handbook* Boston: Wadsworth Press. 2012. Print.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to

assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts; spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or	Students select activities or are assigned an activity that is designed

Learning Style options	for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied

	according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g., more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e., pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● http://www.corestandards.org/ ● http://www.nj.gov/education/cccs/2014/career/93.pdf 	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● List BOE Approved text here 	

