Introduction to TV Media 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**

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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 Compostion	2 week
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	7 weeks
Unit 8: Commercial	3 Weeks
Date Created: July 2017	**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 o the television production process is discussed: preproduction, production and post-production

Interdisciplinary Connections:
- Research invention of the televisionand its changes through history
- Use science to explain differences between analog and digital

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.C.1
- 9.2.12.C.9
- 9.3.12.AR.5
- 9.3.12.AR-AV.1

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and

	employability.
9.3.12.AR.1	Analyze the interdependence of the technical and artisitic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career oppurtunities and means to acheive those opportunities in each of the the Arts, A/V Technology and Communications Career Cluster.
9.3.12.AR-AV.1	

Unit Enduring Questions:	Unit Enduring Understandings:
● **What are the three production phases?** ● **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?**	● **Students can identify the three production phases: preproduction, production and 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 nonengineering 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.**

Unit Objectives: *Students will know….* ● **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.**	**Unit Objectives:** *Students will be able to…....* ● **Distinguish between anolog and digital television signals.** ● **Identify an HDMI cable and its purpose.**

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

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 critcal 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.
- 9.3.12.AR-AV.2
- 9.3.12.AR.AV.4
- 9.3.12.AR.JB.4

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**

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	Demonostrate technical support related to media production (e.g., broadcast, video, internet, mobile).
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.11-12.4	Produce clear and coherent writing in which the development, 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.

Unit Enduring Questions:
- **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 affect the**

Unit Enduring Understandings:
- **Camera composition and framing in 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**

composition of a shot? ● **What functions of a camera are adjusted for every shot?** ● **What filming situations require a tripod?**	important to meaning and need to be manipulated by the camera operator. ● **Tripods are helpful in composing a shot not just steadying a camera.**
Unit Objectives: *Students will know….* ● **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.**	**Unit Objectives:** *Students will be able to…...* ● **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.**

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

Unit Summary:
- 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.
  Topics include:
    - The Workflow
    - Organizing Media
    - File Formats
    - The Timeline
    - Tracks

Interdisciplinary Connections:
- 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

21st Century Themes, Skills, and Standards:
- Career Ready Practices
  CRP2. Apply appropriate academic and technical skills.
  CRP3. Communicate clearly and effectively and within reason.
  CRP6. Demonstrate creativity and innovation
  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
  CRP11. Use technolgy to enhnce productivity.
  CRP12. Work productively in teams while using cultural global competence.

● 9.3.12.AR-AV.2 ● 9.3.12.AR-AV.3 ● 9.3.12.AR-AV.4	

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
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.
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.

Unit Enduring Questions:	**Unit Enduring Understandings:**
● **How can editing affect meaning?** ● **Why are like files grouped together?** ● **Why are there multiple ways to**	● **Editing is a key component in the story telling process.** ● **Proper file formatting and management is**

perform a task? ● **When should video and audio be edited together?**	**needed for an organized workflow.** ● **The workspace layout can be rearranged when one has a firm comprehension of window functions.** ● **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.**
Unit Objectives: *Students will know….* ● **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.** ● **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.**	**Unit Objectives:** *Students will be able to…...* ● **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 window.** ● **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.**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview
Content Area: Television and Broadcasting
Unit Title: Storyboards
Target Course/Grade Level: 9-12

Unit Summary:
● The importance to create and use a storyboard as the forst step in preproduction of video creation. The storyboard is used to roganize thoughts, scripts, shots and location of a video or scene. It is an orgaizational tool to speed up the actual filming of a project.
● Topics include:
    ● Structure of a Story
    ● Multiple authors
    ● Drawing for meaning
    ● Composing a storyboard

Interdisciplinary Connections: ● 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
21st Century Themes, Skills, and Standards:

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Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
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.
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.

| **Unit Enduring Questions:**
● How does conflict shape a story?
● Why is time and important factor in telling a story?
● When is the character created beofer 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? | **Unit Enduring Understandings:**
● Conflict, characters, and location shape the stories.
● Pre-production is the foundation on which production is built.
● Collaborating is groups to tell a story allows for diverse perspectives.
● Storyboards are visual guides that display key scenes of a longer story. |
| **Unit Objectives:**
Students will know….
● All major components fo a film can be found in the storyboard
● Key visual *plot points* are found in *key frames* 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. | **Unit Objectives:**
Students will be able to…...
● Create a storyboard that accurately reflects a film that will be produced.
● Prepare a storyboard using computer software.
● Identify impostant 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 eleiminated from the final cut. |

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 5 Overview

Content Area: Television and Broadcasting

Unit Title: Public Service Announcments (PSAs)

Target Course/Grade Level: 9 - 12

Unit Summary:
- 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:
    - Universal Themes
    - Fact Checking
    - Using Titles in Final Cut Pro X

Interdisciplinary Connections:
- 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

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.

- 9.3.12.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

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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).
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

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	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.

Unit Enduring Questions:
- **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?**

Unit Enduring Understandings:
- **People respond to messages in different ways?**
- **Humor, drama/conflict, and surprise/shock are universal expiriences.**
- **An audience better retains information when it is short and concise.**
- **Text can be used effectively in brief presentations.**

Unit Objectives:
Students will know….
- **In the process of creating a PSA a**

Unit Objectives:
Students will be able to…...
- **Produce a PSA using Final Cut Pro X that**

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.**

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 infomation.**
● **Compose titles in Final Cut Pro X that fit the tone and message.**
● **Align titles using the safe title margins.**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum 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

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.
- 9.3.12.AR‑AV.2
- 9.3.12.AR‑AV.3

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
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.
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.

Unit Enduring Questions:	**Unit Enduring Understandings:**
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 that is used in chroma keying?**	**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.** **The most common colors used in chroma**

● **What types of program would need to replace image with another to affect cost.**	**keys are blue and green because its the furthest from skin tones.** ● **Blue screen and green screen sets are very common in film amd television studios and are used to cut the cost or production.**
Unit Objectives: *Students will know….* ● **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 scences is flesh tone; the opposite color is the logical choice to avoid conflicts.** ● **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.**	**Unit Objectives:** *Students will be able to…...* ● **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 screeen is bouncing onto the subject being filmed.** ● **Apply more that one chroma key effect to a single clip to remove enitre background.**

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:
- 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 succesful boradcast and how to work as a team.
- Topics Include:
  - Writing for television
  - Production crews
  - Directing
  - Camera Operations
  - Video Switcher (TriCaster)
  - Audio Board
  - Live TV Production
  - News Programs
  - Talk Shows
  - Game Shows

Interdisciplinary Connections:
- 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

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.

- 9.3.12.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

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
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).
9.3.12.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	Work with peers to promote civil, democratic discussions and

.SL.11-12.1.B	decision-making, set clear goals and deadlines, and establish individual roles as needed.
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.

Unit Enduring Questions:	Unit Enduring Understandings:
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 peice of equipment?** **How does a crew member communicate nonverbally?** **How does the type of program dictate how equipment will be used?**	**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 kniw the basic functions of the equipemnt they are using for a successful production.** **TV production crews must communicate verbally and non-verbally.** **Differnent types of programs will require varied skill levels on a piece of equipment.**
Unit Objectives: *Students will know….* **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**	Unit Objectives: *Students will be able to…...* **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 importnace 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**

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 bewteen video sources.**
- **The teleprompter operator is responsible for controlling the size and the speed of the script as it appears to the talent on the studio prompters.**
- **The playback operator is responsible for all B-roll that needs to be inserted in the show between ans during the live segments of the program.**

genres.
- **Apply the principles of frmaing 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.**
- **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 speen of the script for the needs of each on air talent.**
- **Organize the content of all media players for air.**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 8 Overview
Content Area: Television and Broadcasting
Unit Title: Commercial

Target Course/Grade Level: 9 - 12

Unit Summary:
- The unit will concentrate on creating a commercial. The different types of advertising tecniques, slogans and jingles will be used. The importance of audio and font design will also be discussed.
- Topics Includes:
  - Advertising on Electronic Media
  - Advertising on Print Media
  - The Audio Workspace
  - Understanding Audio Characterstics
  - Adjusting Audio Levels

Interdisciplinary Connections:
- CCSS.ELA-LITERACY.SL.9-10.5
- CCSS.ELA-LITERACY.SL.11-12.5

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.
- 9.3.12.AR-AV.2
- 9.3.12.AR-AV.3
- 9.3.12.AR-AV.4
- 9.3.12.AR-JB.2

Learning Targets	
CPI #	**Cumulative Progress Indicators (CPI) for Unit**
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.
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.

Unit Enduring Questions:	**Unit Enduring Understandings:**
● **How does one decide on what medium a product should be advertised?** ● **What types of products should be advertised on electronic media?** ● **How can music express the characteristics or function of a product?**	● **The medium used to advertise a product should effectively convey the function and characteristics of that product.** ● **Ectronic media (including social media) reaches a wide audience with varied interests.** ● **Music and slogans are key factors when advertising on electronic media.**
Unit Objectives: *Students will know….*	**Unit Objectives:** *Students will be able to…...*

● An advertiser uses visual media when selling a product through storytelling. ● Music editing is important when advertising on electronic media and requires manipulation of key frames and transitions. ● Audio meters reflect visual representation of sound. Audio levels are best edited when observing visual meters. ● There is a left and right channel on each audio track. ● The audio portion of recorded footage can be separated from the video portion.	● Create a commercial for a product or elective that targets a specific audience. ● Perform audio edits on music for a commercial by using key frames and preset transitions. ● Interpret the images on the waveform of an audio track. ● Differentiate between right channel audio and left channel audio. ● Demonstrate how to unlink audio and video tracks.

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: ● Kahoot   Word Sort ● Quizlet   Demonostrations ● Hand signals   Newspaper Headline ● Observation ● Self Assessment ● Exit Card ● Writing Prompt ● Debriefing
Summative Assessment Utilized throughout Units: ● QBA's ● Benchmarks listed or linked here
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:
- Link or list here

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.
- Link Research resources here.

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 Learning Style options	Students select activities or are assigned an activity that is designed 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.
Compacting	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).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	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.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	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.

Curriculum development Resources/Instructional Materials:
List or Link Ancillary Resources and Curriculum Materials Here: ● 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

Board of Education Approved Text(s)
● List BOE Approved text here

Lower Cape May Regional School District