

Digital Video Production II

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 Television and Broadcasting Curriculum	
Content Area: Television and Broadcasting	
Course Title: Digital Video Production II	Grade level: 10-12
Unit 1: History Of Television	1 Week
Unit 2: Morning Announcements	3 Weeks
Unit 3: TV Set Design	2 Weeks
Unit 4: TV Set Construction	3 Weeks
Unit 5: Writing for News Show and Talk Show	4 Weeks
Unit 6: Production of a News Show and Talk Show	6 Weeks
Unit 7: Multi Camera vs Single Camera Production	4 Weeks
Unit 8: Live TV Remotes	3 Weeks
Unit 9: TV Documentary	5 Weeks
Unit 10: TV Commercial on Local Business	2 Weeks
Unit 11: Writing for a Web Series/Podcast	2 Weeks
Unit 12: Producing a Web Serries/Podcast	3 Weeks
Date REVISED: August 2022	Board Approved On: 12/13/18

**Lower Cape May Regional School District Television and Broadcasting Curriculum
Unit 1 Overview**

Content Area: Television and Broadcasting

Unit Title: History of Television

Target Course/Grade Level: 10-12

Unit Summary:

- The major television inventors and invention of the 1940s and 1950s.
- The influence of television on politics.
- The role of television in advertising and commerce.
- The different genres developed as a result of the invention of television

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
- 1.2.12acc.Cr1a
- 1.2.12acc.Cr1b
- 1.2.12acc.Cr1c
- 1.2.12acc.Cr1d

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.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 9.3.12.AR-AV.2
- 9.3.12.AR.AV.4
- 9.3.12.AR.JB.4
- 9.4.12.CI.2

- 9.4.12.CT.1
- 9.4.12.DC.1

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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.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.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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.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.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).
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.
1.2.12acc.Cr1a	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr1c	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.2.12acc.Cr1d	Apply aesthetic criteria in developing and refining media arts artwork.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none">● How does the invention of one technology make a previous technology obsolete?● How does the blending of visual and auditory stimuli provide a more effective communication medium?● How does variety in writing affect the way a viewer interprets content?● 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?	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none">● The history of television is linked to technological innovation.● The development of television assumed the communications role that radio had in prior decades.● The development of various genres contributed to the popularity of television.● 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.● 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.● 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.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">● Film newsreels depicted news events but were not immediate.● Radio was immediate but not visual.	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none">● Identify the major need for the invention of news communication and distribution of mediums.

<ul style="list-style-type: none"> ● Zworykin and Farnsworth were television inventors and their inventions of the 1940s and 1950s still influence today’s technology. ● Television has had an important role in politics in the United States ● Television changed the way businesses promoted their products and services. ● The visual component television brought to broadcasting affected the way genre programming like comedies, talk shows, and news programs were written and produced. 	<ul style="list-style-type: none"> ● Identify major inventions and timelines of television and broadcasting. ● Identify specific moments in political history where television played an influential role. ● Identify how genres evolved over time.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 2 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Morning Announcements</p>
<p>Target Course/Grade Level:</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Analyzing stories, events, and topics ● News research and writing ● Target groups and audiences ● Production roles and responsibilities
<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 ● 1.2.12acc.Cr2a ● 1.2.12acc.Cr2b ● 1.2.12acc.Cr2c

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.2
- 9.2.12.CAP.3
- 9.2.12.CAP.6
- 9.2.12.CAP.7
- 9.2.12.CAP.8
- 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.CT.1
- 9.4.12.CT.2
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.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.

9.3.12.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.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.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.

1.2.12acc.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr2b	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.2.12acc.Cr2c	Apply aesthetic criteria in developing and refining media arts artwork.

Unit Enduring Questions:

- **What is the benefit of communicating a message to an entire population at the same time?**
- **Why is maintaining your target audience’s interest important to effectively communicating your message to all parties involved?**
- **Why is it important for each member of a production team to have an all-encompassing knowledge of the production process?**
- **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?**

Unit Enduring Understandings:

- **The dissemination of information to a school population is essential for maintaining an involved and informed educational community.**
- **Information distributed to a population should encompass the interested of the entire school community.**
- **The production of a morning announcements show requires knowledge or pre-production, production and post-production elements to ensure an effective product.**
- **Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.**
- **There are strategies to improve one’s professional value and marketability.**
- **Career planning requires purposeful planning based on research, self-knowledge, and informed choices.**
- **With a growth mindset, failure is an important part of success.**
- **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.**
- **Cultivating online reputations for employers**

	<p>and academia requires separating private and professional digital identities.</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Timing, human interest, proximity, and significance denotes something as newsworthy. ● Research and planning are essential to the success of a story. ● Target audiences are specific groups the interpret information in very specific and different ways. ● Production positions and responsibilities each require a specific skill set and are dependent on all other positions for their proper execution during a news production. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Analyze information for its newsworthiness ● Compose a news story from previously gathered information and research. ● Create a broadcast that is of interest to the entire school community and population. ● Integrate all components of a news production for a finished project.

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 3 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: TV Set Design</p>
<p>Target Course/Grade Level:</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Staging styles ● Scenery elements ● Microphone placement ● Talent movement ● Camera movement ● Lighting instruments

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
- 1.2.12acc.Cr2a
- 1.2.12acc.Cr2b
- 1.2.12acc.Cr2c

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 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.CT.1
- 9.4.12.CT.2

Learning Targets

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.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.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

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.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).
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.
1.2.12acc.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr2b	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.

1.2.12acc.Cr2c	Apply aesthetic criteria in developing and refining media arts artwork.

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 4 Overview	
Content Area: Television and Broadcasting	
Unit Title: TV Set Construction	
Target Course/Grade Level: 10-12	
Unit Summary: <ul style="list-style-type: none"> ● Flats and basic set pieces ● Free standing flats ● Hinged flats ● Braces and supports ● Safety procedure ● Tools and materials 	
Interdisciplinary Connections: <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 ● 1.2.12acc.Cr2a ● 1.2.12acc.Cr2b ● 1.2.12acc.Cr2c 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> 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 technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ● 9.2.12.CAP.2 	

- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 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.CT.1
- 9.4.12.CT.2

Learning Targets

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.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.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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.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).

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.
1.2.12acc.Cr2a	Organize and design artistic ideas for media arts productions.
1.2.12acc.Cr2b	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
1.2.12acc.Cr2c	Apply aesthetic criteria in developing and refining media arts artwork.

Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 5 Overview
Content Area: Television and Broadcasting
Unit Title: Writing for News Show, Talk Show and Game Show
Target Course/Grade Level: 10-12
Unit Summary: <ul style="list-style-type: none"> ● Writing for a news show ● Writing for a talk show ● Writing for a game show

- Proper script formatting

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
- 1.2.12acc.Cr3a
- 1.2.12acc.Cr3b:
- 1.2.12acc.Crc

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 technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

- 9.2.12.CAP.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 9.2.12.CAP.13
- 9.2.12.CAP.22
- 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.CI.3
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.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.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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.
1.2.12acc.Cr3a	Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
1.2.12acc.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes
1.2.12acc.Crc	Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does writing for a news show, talk show or game show differ? ● How is an informational show's writing influence its message? ● What situation would require a program to be both informative and entertaining? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Writing will look different depending on the genre that is being produced. ● Writing to inform and writing to entertain are two separate skills. ● A program can be both informative and entertaining. ● Certain shows can allow for creative

- **How do you write for a show and maintain a basic structure while allowing room for creative improvisation?**
- **How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?**
- **How do media artists improve/refine their work?**

- improvisation and loose writing structure.
- **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.**
 - **Career planning requires purposeful planning based on research, self-knowledge, and informed choices.**
 - **An individual's income and benefit needs and financial plan can change over time.**
 - **There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.**
 - **Cultivating online reputations for employers and academia requires separating private and professional digital identities.**
 - **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.**
 - **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"> ● Events must be reported in sequence to correlate with pictures and in language that lend authenticity to the presentation. ● The introduction, conclusion, and a list of provocative questions can be prepared in advance. ● The MC (master of ceremony) or announcer always has a script with an introduction, a conclusion, a lead in for each commercialism a specific introduction for each player, and questions to ask players. ● The proper cues and terms in a script can be easily understood by the people in production positions. ● Script formatting is dependent upon genre. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Write for a news show incorporating information as well as introductions and lead-ins. ● Write for a talk show, incorporating research on subject(s), questions of importance as well as inquiries of a more light-hearted nature. ● Write for a game show, which includes introductions, lead-ins, specific introductions for each player, and questions to ask players of an antidotal nature. ● Develop a working relationship between technical staff and the writing staff. ● Apply knowledge of genre when writing and transfer knowledge of scriptwriting software in the production of a television script (Rundown Creator).
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 6 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Production of a News Show, Talk Show, or Game Show</p>
<p>Target Course/Grade Level: 10-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Production positions overview ● Production position skills and knowledge

- Basic functions of all broadcast equipment
- Show rehearsals
- Final show productions

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
- 1.2.12acc.Pr4a

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

- 9.2.12.CAP.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 9.2.12.CAP.13
- 9.2.12.CAP.22
- 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.CI.3
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.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.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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g.,

	6.1.12.CivicsPD.16.a).
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.
1.2.12acc.Pr4a	Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do you ensure that the production is an accurate portrayal of the script? ● How does one determine what production positions are needed to create a program? ● What determines proper camera placement for a show? ● What factors determine lighting design? ● What technical functions in the control room are essential to production? ● How are complex media arts experiences constructed? ● At what point is a work considered 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● A script is an integral part of a show’s production. ● A television’s show’s crew is comprised of many interrelated positions in both the control room and studio floor. ● Camera placement is important to the type of show being produced. ● Lighting a production is dependent on the number of talent and the size of the set. ● A video switcher is at the heart of all studio television production. ● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.

<p>"complete"?</p>	<ul style="list-style-type: none"> ● There are strategies to improve one's professional value and marketability. ● Career planning requires purposeful planning based on research, self-knowledge, and informed choices. ● An individual's income and benefit needs and financial plan can change over time. ● There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. ● Cultivating online reputations for employers and academia requires separating private and professional digital identities. ● 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. ● Innovative ideas or innovation can lead to career opportunities. ● With a growth mindset, failure is an important part of success. ● 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. ● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● A TV production is an 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Produce a news show, talk show or game

<p>interdisciplinary, collaborative event.</p> <ul style="list-style-type: none"> ● Each production position requires specific skills that are interrelated.. ● Camera aperture will control how much light a camera needs to produce an image. ● The director is ultimately responsible to the proper execution of all positions. ● The technical director is responsible for the technical broadcasting of the program. ● The camera operator is responsible for the proper composition of all shots. ● On-air talent is responsible for delivering the content of the script. ● The teleprompter operator is responsible for ingesting the script and maintaining proper speed and size for the talent to read. 	<p>show.</p> <ul style="list-style-type: none"> ● Identify various production positions and equipment in the television studio. ● Perform each production position (Director, Technical Director, Camera Operator, On-Air Talent, Teleprompter, Audio Technician, Floor Manager). ● Perform as a director and maintain show timing and positioning. ● Apply knowledge to operate the TriCaster Mini and incorporate transitions, graphic overlays, and other effects and functions. ● Apply knowledge to adjust camera aperture, focus, white balance, zoom and physical set position. ● Interpret and present a written script. ● Apply knowledge of teleprompter software to convert a script.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 7 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Multi-camera vs. Single Camera Production</p>
<p>Target Course/Grade Level: 10-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Multi-camera Production <ul style="list-style-type: none"> ○ Camera placement and coverage ○ Directing the multi-camera shoot ○ Types of multi-camera production ● Single Camera Productions <ul style="list-style-type: none"> ○ Camera placement and coverage ○ Directing the single camera shoot ○ Types of single camera productions ● Television versus film

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
- 1.2.12acc.Pr5a
- 1.2.12acc.Pr5b
- 1.2.12acc.Pr5c

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8
- 9.2.12.CAP.13
- 9.2.12.CAP.15
- 9.2.12.CAP.22
- 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.CT.1
- 9.4.12.CT.2

Learning Targets

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.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.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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
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.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).
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.
1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
1.2.12acc.Pr5b	Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do you differentiate the use of multiple cameras versus a single camera in the production of a show? ● Why are cinematic, film production skills important to master in the broadcast field? ● What is the difference between directing multi-camera production and a single camera production? ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The number of cameras used in a production directly affects the presentation to the audience. ● Television has become a blend of broadcast production and cinematic production. ● A multi-camera director has to focus on balancing visual presentation with technical real time constraints and a single camera director will have environmental concerns. ● Media artists require a range of skills and abilities to creatively solve problems. ● There are strategies to improve one's professional value and marketability. ● Career planning requires purposeful planning based on research, self-knowledge, and informed choices. ● An individual's income and benefit needs and financial plan can change over time. ● There are ways to assess a business's feasibility and risk and to align it with an

	<p>individual's financial goals.</p> <ul style="list-style-type: none"> • Understanding income involves an analysis of payroll taxes, deductions and earned benefits. • 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"> • A multi-camera production, all editing (camera switching) is executed while the program is in process. • Multi-camera production is almost always in-studio production. • Most multi-camera productions occur in a real-time situation. • Single camera production technique came about as an attempt to emulate film techniques. • Motion picture films have almost always used a single camera in the making of dramatic pictures. • Single camera production give the director maximum control over production elements. • All single camera productions on television are generally films produced specifically for broadcasting. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Produce a multi-camera production using studio equipment. • Design a set for a multi-camera production. • Create a lighting design for a multi-camera production. • Compose a script for a multi-camera production that occurs in real-time. • Produce a single camera production using cinematic field equipment. • Create a production design for a single camera production. • Formulate a lighting design for a single camera production. • Develop a script for a single camera production that utilizes cinematic writing techniques.

**Lower Cape May Regional School District Television and Broadcasting Curriculum
Unit 8 Overview**

Content Area: Television and Broadcasting

Unit Title: Live TV Remote

Target Course/Grade Level: 10-11

Unit Summary:

- Camera Placement
- Microphone Types and Positioning
- Directing the Live Remote
- Control Room Operations
- Video Switcher Operations
- Cable Maintenance

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
- 1.2.12acc.Pr5a
- 1.2.12acc.Pr5b
- 1.2.12acc.Pr5c
- 1.2.12acc.Pr6a
- 1.2.12acc.Pr6b

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.2
- 9.2.12.CAP.4
- 9.2.12.CAP.8

- 9.2.12.CAP.13
- 9.2.12.CAP.22
- 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.CI.3
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.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.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.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.
1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

1.2.12acc.Pr5b	Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
1.2.12acc.Pr6a	Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
1.2.12acc.Pr6b	Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does a director effectively coordinate multiple areas of a production together to ensure a quality broadcast? ● How do you determine the best type of microphone to use during an interview? ● Why do pickup patterns make a difference when selecting a microphone type? ● How do you select the best areas to setup your cameras for proper coverage? ● How do you setup a tripod to ensure full flexibility in shot design? ● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques ● How does time, place, audience, and context affect presenting or performing choices for media artworks? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● A remote production contains many moving parts that must be coordinated for a successful production. ● Many different microphones will be needed to capture sound during a live production. ● Camera operators must be skilled at determining the best angles for event coverage. ● Media artists require a range of skills and abilities to creatively solve problems. ● 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. ● There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. ● There are ways to assess a business's feasibility and risk and to align it with an

<ul style="list-style-type: none"> ● 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>individual's financial goals.</p> <ul style="list-style-type: none"> ● Cultivating online reputations for employers and academia requires separating private and professional digital identities. ● 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. ● Innovative ideas or innovation can lead to career opportunities.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● That camera placement is going to vary depending on the type of event that is being filmed. ● Filming a sports game requires fluid movements for correct and dynamic coverage of the game. ● Handheld (dynamic) microphones are utilized in the field by reporters for quick setup and interviews. ● Lapel (lavaliers) microphones are utilized in the field to capture sound coming from a specific direction. ● A live remote director must oversee all technical positions during the production and is an intricate part of the pre-production process. ● Pre-production requires a site visit (in-person or virtually) to establish a plan for setup and broadcast. ● Cables on a live remote must be kept coiled in a specific fashion (over/under or figure 8) to prevent 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Apply knowledge of camera cinematography to correctly position and operate cameras on a remote production. ● Manipulate a tripod head's settings to enable fluid camera motion. ● Demonstrate proper handheld microphone positioning techniques when using during a live TV remote. ● Prepare an interview subject with a lapel microphone. ● Apply knowledge of shotgun microphone pickup patterns to determine best positioning on set. ● Demonstrate proper directorial commands and skills inside the control room during a live broadcast. ● Evaluate a remote location to determine special needs for a broadcast. ● Manipulate video and audio wires into proper coils for storage. ● Assess camera design for a concert, incorporating set list information and venue restrictions.

<p>tangling and wire damage.</p> <ul style="list-style-type: none"> ● Camera coordination is paramount in the production of a concert event. 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 9 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Documentary</p>
<p>Target Course/Grade Level: 10-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Research techniques and sources ● Interview Lighting ● Microphone techniques ● Graphic creation ● Questioning methodology ● Working with archival footage ● Documentary narrative design and structure
<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 ● 1.2.12acc.Re7a ● 1.2.12acc.Re7b
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> 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 technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

- 9.2.12.CAP.13
- 9.2.12.CAP.14
- 9.2.12.CAP.15
- 9.2.12.CAP.19
- 9.2.12.CAP.20
- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 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.CT.1
- 9.4.12.CT.2
- 9.4.12.CT.3
- 9.4.12.CT.4
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income
9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business•

9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23:	Identify different ways to obtain capital for starting a business.
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.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.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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.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). to effective outcomes.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.

<p>CCSS.ELA-LITERACY.RST.9-10.3</p>	<p>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.</p>
<p>CCSS.ELA-LITERACY.RST.9-10.4</p>	<p>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.</p>
<p>1.2.12acc.Re7a</p>	<p>Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.</p>
<p>1.2.12acc.Re7b</p>	<p>Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What criteria should you use to maintain objectively in a documentary? ● What would the purpose be of an informal interview? ● Why is a blend of these styles a good creative choice? ● How do you determine what makes footage usable in a documentary? ● What mediums can you pull footage from to keep your documentary interesting? ● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Documentaries must tell a story utilizing objective techniques to eliminate bias. ● Interviews can be a blend of both informal and formal styles. ● A variety of footage is crucial to keeping an audience entertained during a documentary. ● 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. ● An individual's income and benefit needs and financial plan can change over time. ● Securing an income involve an understanding of the costs and time

	<p>in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p> <ul style="list-style-type: none">● Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.● There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.● With a growth mindset, failure is an important part of success.● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.● Cultivating online reputations for employers and academia requires separating private and professional digital identities.● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Research objectively is essential to creating a fair and balanced production that shows no bias. ● Extensive research is important to assure objective questions for interview subjects. ● Archival footage supports the questions and answers from interview subjects and helps break up the visual monotony of an interview. ● B-Roll footage is shot by filmmakers themselves instead of sourced to support the documentary topic. ● A documentary differs from a news story in depth, time, amount of research, and number of varied sources. ● All interview subjects in a documentary should be properly identified through the use of a lower third graphic. ● In a formal interview, subjects must be properly and tastefully lighted. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Evaluate a production’s content and story for balance. ● Organize research materials for a production to streamline the storytelling process. ● Assemble footage from different mediums as material for inclusion in documentaries. ● Produce well-shot, relevant footage for a documentary that reflect cinematography skills. ● Distinguish documentary production skills from news-production skills. ● Design a custom lower-third graphic in Photoshop that can be used throughout the production. ● Modify production lights to suit an individual subject’s clothing, hair and figure.

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 10 Overview</p>
<p>Content Area: Television and Broadcasting</p>

Unit Title: TV Commercial (Local Business)

Target Course/Grade Level: 10-12

Unit Summary:

- Working with a client
- Analyzing Target Audiences
- Commercial Production
- Final Cut Pro X and Adobe Photoshop Editing Techniques

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
- 1.2.12acc.Re8a

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 9.2.12.CAP.13
- 9.2.12.CAP.14
- 9.2.12.CAP.15
- 9.2.12.CAP.19
- 9.2.12.CAP.20
- 9.2.12.CAP.21
- 9.2.12.CAP.22
- 9.2.12.CAP.23
- 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.CI.3
- 9.4.12.CT.1

<ul style="list-style-type: none"> ● 9.4.12.CT.2 ● 9.4.12.CT.3 ● 9.4.12.CT.4 ● 9.4.12.DC.1 ● 9.4.12.DC.6 ● 9.4.12.DC.7 	
<p>Learning Targets</p>	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income
9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business•
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23:	Identify different ways to obtain capital for starting a business.
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.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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
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.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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-	Determine the meaning of symbols, key terms, and other domain-specific

LITERACY.RST.9-10.4	words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
1.2.12acc.Re8a	Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Why would a target audience change the way a product of service is advertised? ● How do we analyze the reaction of a target audience? ● What are the most effective camera movements and framings for a commercial? ● How can camera composition play a role in evoking emotion to sell a product? ● How does one decide which shots to keep in a commercial and which to exclude? ● What creative ways can filters and graphics be used to maintain an audience’s attention? ● 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? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Selling a product or service requires an understanding of a target audience. ● An effective commercial will show its product or service in great detail. ● Timing and editing of a commercial is essential to maintaining audience attention. ● 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. ● An individual’s income and benefit needs and financial plan can change over time. ● Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. ● Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. ● There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.

	<ul style="list-style-type: none"> ● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. ● Cultivating online reputations for employers and academia requires separating private and professional digital identities. ● 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. ● 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"> ● When working with a client, considerations must be made about budget, design, production, and time frame. ● A target audience should be considered when producing a commercial for a local business. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Plan for a production with a client incorporating budgetary and design needs. ● Consider a target audience in the design of a commercial production. ● Evaluate production techniques based upon the type of business being promoted in a commercial.

<ul style="list-style-type: none"> ● The type of business will dictate the production techniques used when filming the commercial. ● A commercial producer should take into consideration the programming on which the commercial will be broadcast. ● Graphic elements of a commercial are important for maintaining audience attention and selling the product. 	<ul style="list-style-type: none"> ● Research programming types to create a production that fits in properly to the program. ● Utilize Adobe Photoshop and Final Cut Pro X to generate graphics and animation to enhance a commercial.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Unit 11 Overview</p>
<p>Content Area: Television and Broadcasting</p>
<p>Unit Title: Writing for the Web Series</p>
<p>Target Course/Grade Level: 10-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Surveying Demographics ● Working with a test audience ● Web series formats and length ● Developing Characters ● Plot Structure
<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 ● 1.2.12acc.Re9a
<p>21st Century Themes, Skills, and Standards:</p> <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> 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 technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

- 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.CI.3
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is the difference between a broadcast television show and a web-based show? ● How does one write and create characters in a short-form production? ● What impact does character design have on plot and story? ● How do we design advertising for a web series and where do we place it? ● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Formatting for the web requires special considerations about time and content. ● Character development in a web series is paramount to its success. ● Advertising and promoting a web series requires extensive research into target audiences. ● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. ● There are strategies to improve one's professional value and marketability. ● 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. ● Innovative ideas or innovation can lead to career opportunities. ● Cultivating online reputations for employers and academia requires separating private and professional digital identities. ● With a growth mindset, failure is an important part of success. ● Innovative ideas or innovation can lead to career opportunities.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<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.● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">● Broadcast television needs to take into consideration of a larger audience.● The success of a web series depends on the niche audience that it is appealing to.● The length of an individual episode in a web series will be determined by plot and structure design.● Writing for a web series must focus heavily on character design and easily digestible plots to maintain its audience.● Promoting a web series requires multi-media advertisement to reach all possible audience members.	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none">● Analyze demographics information to establish reach for their production.● Survey a test audience to determine reaction to a new and use data to improve production.● Write for a web series incorporating basic plot design and structure elements.● Construct well thought out characters for a web series.● Design a poster for a series in Adobe Photoshop.● Create a trailer for a series using Final Cut Pro X
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Lower Cape May Regional School District Television and Broadcasting Curriculum
Unit 12 Overview**

Content Area: Television and Broadcasting

Unit Title: Producing the Web Series

Target Course/Grade Level: 10-12

Unit Summary:

- Practical Lighting Techniques
- Video Compression and formatting
- Time Management and organization
- Digital Photo Filters
- Working with web hosting platforms

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
- 1.2.12acc.Cn10a
- 1.2.12acc.Cn10b
- 1.2.12acc.Cn11a
- 1.2.12acc.Cn11b

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 technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- 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.CI.3
- 9.4.12.CT.2
- 9.4.12.CT.4
- 9.4.12.DC.3
- 9.4.12.DC.6
- 9.4.12.DC.7

Learning Targets

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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.
1.2.12acc.Cn10a	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
1.2.12acc.Cn10b	Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
1.2.12acc.Cn11a	Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

1.2.12acc.Cn11b	Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Why is time management essential in the production of a web series? ● What organizational strategies should be used when producing a web series? ● What factors might change the type of format you use when uploading an episode of a web series? How does one decide which platform to use to host a web series? What are some budget-conscience methods of lighting you can use during a production? How can one use digital video editing software to enhance the look of the web series without affecting cost? ● 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, contexts, and daily life inform the creation, performance and response to media arts? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Multiple episodes of a web series can be produced at once depending on length and setup. ● Specific format and compression standards must be followed to create a web video. ● Quality production design that considers budget will make a web series stand out over its competitors. ● 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 artist's work ● There are strategies to improve one's professional value and marketability. ● Innovative ideas or innovation can lead to career opportunities. ● Cultivating online reputations for employers and academia requires separating private and professional digital identities. ● With a growth mindset, failure is an important part of success. ● 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. ● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Different web video hosting platforms utilize varied formats and compression techniques for uploaded video. ● Lighting a scene can be done utilizing practical lamps and fixtures as opposed to film-specific equipment. ● Digital video filters and effects can enhance the quality of a production without costing additional money. ● Time management on a production ensures quality and can cut expense. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Use Final Cut Pro Compressor Encoder to master a web series for distribution to multiple platforms and services. ● Choose existing lights and tools in a home and surrounding areas to design lighting for a series. ● Manipulate video productions using Final Cut Pro X digital video filters and effects. ● Organize a production to ensure maximum output and communication within a production team.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lower Cape May Regional School District Television and Broadcasting Curriculum Evidence of Learning</p>	
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Kahoot ● Quizlet ● Hand signals 	

- Gimkit
- Observation
- Self Assessment
- Exit Card
- Writing Prompt
- Debriefing

Summative Assessment Utilized throughout Units:

- 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:

- Creating Dynamic Morning Announcements
- Design two sets
- Write a News Show
- Write a Talk Show
- Create Live TV Remotes
- Create a documentary

- Create a commercial for a business
- Create a Web Series

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.
 - 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:
Bielak, Mark. *Television Production Today*. 3rd ed. Chicago: National Textbook, 1995. Print.
Burrows, Thomas D., and Donald N. Wood. *Television Production: Disciplines and Techniques*. Dubuque, IA: W.C. Brown, 1978. Print.
Cook, Martie. *Write to TV: Out of Your Head and onto the Screen*. Burlington, MA: Focal, 2007. Print.
Fellow, Anthony R. *American Media History*. 2nd ed. Boston: Wadsworth/ Cengage Learning, 2010. Print.
Gyncild, Brie. *Adobe Photoshop CS6: Classroom in a Book*. Berkeley, CA: Adobe Press/ Peachpit, 2012. Print
Jago, Maxim. *Adobe Premiere Pro CC: Classroom in a Book*. San Jose: Adobe Press, 2015. Print.
Kyker, Keith, and Christopher Curchy. *Television Production: A Classroom Approach*. Westport, CT: Libraries Unlimited, 2004. Print.

Lowell, Ross. *Matters of Light & Depth: Creating Memorable Images for Video, Film & Stills through Lighting*. New York, N.Y: Lowel-Light Manufacturing, 1992. Print.

Millerson, Gerald. *Television Production*. 13th ed. Oxford: Focal, 1999. Print.

NewTek Tricaster 460 User Guide Manual. Rev. Feb. 2015.

Smith, Jerron. *Premiere Pro CC Digital Classroom*. Indianapolis, Indiana: John Wiley and Sons, 2013. Print.

Zettl, Herbert. *Video Basics 6*. Australia: Wadsworth/ Cengage Learning, 2010. Print.

Websites/ Online Materials

"Final Draft 9 for Mac | Quick Start Tutorial." YouTube. YouTube, n.d. Web.

"History of Television Part 1 (The Race for Television)." YouTube. YouTube, n.d. Web.

"Lynda.com Training | Commercial Editing Techniques with Premiere Pro." Lynda.com. N.p., n.d. Web. 19 Aug. 2015.

"Studio Production." CyberCollege Online TV Production Course. N.p., n.d. Web. 14 Aug. 2015. <[http:// www.cybercollege.com/ tvp059.htm](http://www.cybercollege.com/tvp059.htm)>.

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.

<p>Multiple levels of questions</p>	<p>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.)</p>
<p>High Prep Strategies (add to list as needed)</p>	
<p>Cubing</p>	<p>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.</p>
<p>Tiered assignment/ product</p>	<p>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.</p>
<p>Independent studies</p>	<p>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.</p>
<p>4MAT</p>	<p>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</p>
<p>Jigsaw</p>	<p>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.</p>

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:	
<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/ <p>http://www.nj.gov/education/cccs/2014/career/93.pdf</p>	
Board of Education Approved Text(s)	
<ul style="list-style-type: none">● <u>Zettl, Herbert</u> <i>Television Production Handbook 12th Edition</i>. Boston: Wadsworth Publishing, 2015. Print.	