



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Advanced Video Journalism 2

Grade Level(s): 11-12

Units of Credit: 1

Classification: Elective

Length of Course: Full Year

Periods Per Cycle: 6

Length of Period: 40 Minutes

Total Instructional Time: 120 Hours

Course Description

The study of broadcast and social media (television, film, Internet, and Socials) aims to analyze and criticize mass media through the perspective of the humanities. The course will include technical instruction in the aforementioned media, including: a daily school broadcast, bias in the media, differentiating among media sources, editing news script, video-editing, camera operation, lighting, and news show production and writing, social media and marketing, and livestreaming. Students will examine the substantive and scholarly aspects of all four mediums. The main goal of the course is to prepare students to produce SG Live! and livestreams; ultimately, this will be a resource for the community to share/promote events and interesting programming. Through film studies and the creation of video segments, students will explore dramatic structure, advanced video composition, editing techniques, live productions and the foundations of media writing and reporting. For editing purposes, Adobe Premiere Pro and After Effects will be used to implement the story. Livestreaming will include a variety of hardware and software programs, plus a variety of industry standard equipment and career networking. The course will continue to create economic opportunities for students through various on-campus and off-campus field experiences.

Instructional Strategies, Learning Practices, Activities, and Experiences

YouTube Tutorials
Small Group Organization
Community Organization
Building the Brand-SG Live!

Digital/Video Storytelling
Independent Reading and
Research

Sound Development
Set and Prop Design and Creation
Lighting Techniques

Assessments

SG Live! Broadcasts
Micro and Traditional Video Projects
Sound and Editing Skill Checks

Independent Projects &
Group Projects
LiveStreams: Pre, Production, & Post

Daily International and National Current Events
School and Community Communication Checks

Materials/Resources

Adobe Premiere Pro CC

Adobe After Effects CC

Digital Visual Interface (DVI), External Line Return (XLR), HDMI, Digital Multiplex (DMX) Cables

Original Content Suited for a Mass Audience

Various Film Segments and Films

Individual Journals

Industry Standard Video and Editing

Communication with clients and organizations

V-Mix

Teacher Created Simulations/Tutorials

Hollyland Cosmos and 400s

DSLR (Digital Single Lens Reflex) Cameras and HD Cameras

X4 Portable LiveStream Kit and

Wireless Cameras Video and Sound Mixers

Adopted: 5/21/18

Revised: 5/22/23

https://springgroveareascho.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURRE/English Language Arts/2023/HS ELA Elective Courses/Advanced Video Journalism 2/AVJ 2_Course and Overview.docx

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
|---|--|
| <p>Advanced Camera Settings and Movements</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Demonstrate their knowledge of various camera functions—studio, DSLR, and live production. • Demonstrate their ability to manually manipulate the various functions by creating short videos. • Demonstrate their ability to identify the cause of poor video quality and offer solutions to these issues. • Demonstrate the proper care, maintenance, safety, and appropriate use of the camera lens. • Demonstrate their ability to create examples suitable for a mass audience or a specific group. • Demonstrate their ability to organize the daily functions of SG Live!, critique their classmates, and have opportunities to grow their art and craft. • Demonstrate their skills by coaching and helping other students in the daily routines of SG Live! <p>8.1 Historical Analysis and Skills Development</p> <p>8.1.12.B ~ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs and tables • Different historical perspectives • Data presented in maps, graphs, and tables • Visual data presented in historical evidence <p>8.1.12.C ~ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore, and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Advanced Camera Settings and Movements (Continued)</p> | <p>Arts and Humanities 9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.4 Aesthetic Response 9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>Communication Arts C.A.1.1.1 ~ Write with a sharp, distinct, controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position. CC.1.2.11-12 ~ Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas, and between texts with focus on textual evidence. CC.1.2.11-12.A ~ Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B ~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C ~ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D ~ Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.G ~ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.I ~ Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.4 ~ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> |

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| <p>Advanced Camera Settings and Movements (Continued)</p> | <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |

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| <p>Scripting and Short Film Writing</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Visualize and express a digital medium for an intended audience. • Create digital artifacts every day that are suited for SG Live! and a high school audience. • Able to write and present about a current event with 100% accuracy. • Analyze an issue in the news that impacts their lives as American citizens. • Dissect and determine bias and mood in: The Economist, British Broadcasting Corporation (BBC).com, The New Yorker, Cable News Network (CNN).com, or other news print or digital media. • Draft stories that challenge traditional student thinking and expresses individual student creativity. • Demonstrate their skills of script writing during LiveStreams and pre-recorded videos. • Express their creativity visually and understand the process of transforming a written script into a video. <p>Arts and Humanities</p> <p>9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.4 Aesthetic Response</p> <p>9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>Communication Arts</p> <p>C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> <p>CC.1.2.11-12 ~ Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.11-12.A ~ Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> |

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| <p>Scripting and Short Film Writing (Continued)</p> | <p>CC.1.2.11-12.B ~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11-12.C ~ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D ~ Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11-12.G ~ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.I ~ Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.4 ~ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task. C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |

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| <p>Continuity Editing</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Determine the extent to which editing transforms the audience’s perspective, tone, mood, and bias. • Examine the concept of continuity and the various types of storytelling from the editor’s perspective and how this impacts the audiences’ viewpoints. • Utilize various editing techniques and cuts as displayed in Premiere Pro CC 2018 or better. • Examine the effectiveness and appropriateness of various cuts: jump, match-on-match, graphic, and traditional to visually tell a story. • Determine the effectiveness of color correcting and the ethics of altering photos or videos. • Acquire the skills and knowledge of keying or green screening videos. • Comprehend how to utilize the Tri Caster, multi-point angles and cameras, and the importance of maintain various points-of-view. • Maintain an intermediate to advanced knowledge of After Effects to positively influence the editing process. <p>Arts and Humanities 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.4 Aesthetic Response 9.4.12.C ~ Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p> <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> |

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| <p>Continuity Editing (Continued)</p> | <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task. C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |

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| <p>Sound Design, Mixing, and Editing</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Demonstrate a mindset of determining fair use and copyrighted material. • Students will determine and demonstrate effective sound mixing—sound track and the four types of Sound: ambient, environmental, dialogue, and silence. • Determine and demonstrate effective sound editing—editing with multiple sources. • List examples of diegetic and non-diegetic sounds. • Listen to and determine the effectiveness of music, dialogue, and Foley effects. • Manipulate sound effects. • Operate a sound mixer or sound board. • Differentiate among various cables such as External Line Return (XLR), Digital Multiplex (DMX), analog, ¼ and 1/8 audio cables. <p>Arts and Humanities 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J ~ Analyze and evaluate the use, of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.4 Aesthetic Response 9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> |

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| <p>SG Live! Production Roles</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Maintain the brand SG Live! and will coordinate staff, students, community members, and other individuals to deliver a high quality product that is the morning broadcast. • Maintain a strict sense of direction, compassion, and responsibility to deliver a video suited for mass audience appeal. • Maintain a professional community of interaction with social media outlets and traditional media outlets. • Learn the various roles of SG Live! which includes the following but may expand as the brand grows: <ul style="list-style-type: none"> ○ Anchor ○ Switcher ○ Sound Mixer/Technician ○ Graphics ○ Director ○ Researcher ○ Teleprompter/Script Editor ○ Lighting Designer/Technician • Produce a finite amount of Livestream events. <p>8.1 Historical Analysis and Skills Development 8.1.12.B ~ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data presented in maps, graphs, and tables • Visual data presented in historical evidence. |

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| <p>SG Live! Production Roles (Continued)</p> | <p>8.1.12.C ~ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore, and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence <p>Arts and Humanities 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.4 Aesthetic Response 9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>Communication Arts C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position. CC.1.2.11-12 ~ Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> |

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| <p>SG Live! Production Roles (Continued)</p> | <p>CC.1.2.11-12.A ~ Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B ~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C ~ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D ~ Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.G ~ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.I ~ Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.4 ~ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task. C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |

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| <p>Independent Projects, Simulations, and Learning Experiences</p> | <p>The students will:</p> <ul style="list-style-type: none"> • Coordinate a small group or team of students and staff to organize a large event that requires video coverage. • Coordinate with campus organizations, businesses, and community members to develop a video or interest to promote the school, organization, or business. • Maintain a high sense of professionalism, an appropriate communication with aforementioned members, and utilize their creativity to develop an artifact suitable for a mass audience. • Explore the different jobs available in the video production industry. • Explore employment opportunities in the video production industry. Explore opportunities in video production that exist in York County and Adams County, Pennsylvania, and possibly other surrounding areas. • Explore and enter video competitions which may include but is not limited to: public service announcements, video production, journalism, on-air talent, editing, cinematography, sound, and acting. • Explore various media outlets and express their creativity under the discretion of the teacher. <p>8.1 Historical Analysis and Skills Development</p> <p>8.1.12.B ~ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data presented in maps, graphs, and tables • Visual data presented in historical evidence <p>8.1.12.C ~ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore, and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence |

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| <p>Independent Projects, Simulations, and Learning Experiences (Continued)</p> | <p>Arts and Humanities 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.4 Aesthetic Response 9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> <p>Communication Arts C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position. CC.1.2.11-12 ~ Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A ~ Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B ~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C ~ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D ~ Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.G ~ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.I ~ Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.4 ~ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> |

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| <p>Independent Projects, Simulations, and Learning Experiences (Continued)</p> | <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task. C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |

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| <p>Special Interest Shows and Productions</p> | <p>The intention of the special interest shows and productions is to hone and promote the students' creativity to mimic a real world video production environment. This will enable students to become career ready.</p> <p>The students will orchestrate and create a weekly or monthly video broadcast that highlights:</p> <ul style="list-style-type: none"> • Student achievements and interests • Teacher achievements and interests • Interviews with athletes and coaches • Interviews with artists of the month • Interviews with students of the month • Athletic team highlights • Interviews with administrators • Interviews with local business owners • Interviews with staff • Interviews with guest speakers <p>The students will utilize and promote their creativity through video production (examples but not an inclusive list):</p> <ul style="list-style-type: none"> • The Original Music Show • The 16-Bit Challenge • In the Pool • Shop with a Cop • The Pennsylvania Bus Association • All Vets to Washington, D.C. • The Southern Pennsylvania Bee Keeper's Association • The York Fair Grounds • Spooky Nook Sports and Recreation Center • Spring Grove Parks and Recreation Association • The Glatfelter Memorial Library • LiveStreams • Diversity Day Highlights • Video "How to" Tutorials <p>The students will collaborate with peers, community members, business owners, and their teachers to create products suitable for a mass audience with attention to detail, tone, and task.</p> |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Special Interest Shows and Productions (Continued)</p> | <p>8.1 Historical Analysis and Skills Development</p> <p>8.1.12.B ~ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data presented in maps, graphs, and tables • Visual data presented in historical evidence <p>8.1.12.C ~ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore, and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence <p>Arts and Humanities</p> <p>9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.4 Aesthetic Response</p> <p>9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p> |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Special Interest Shows and Productions (Continued)</p> | <p>Communication Arts C.A.1.1.1 ~Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position. CC.1.2.11-12 ~ Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A ~ Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B ~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11-12.C ~ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D ~ Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11-12.G ~ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.I ~ Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.4 ~ Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>Science and Technology and Engineering Education 3.4 Technology and Engineering Education 3.4.12.E4 ~ Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. 3.7 Technological Devices 3.7.12.A.3 ~ Evaluate and use technological resources to solve complex multi-step problems.</p> |

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| <p>Special Interest Shows and Productions (Continued)</p> | <p>English Language Arts C.IE.1 Text Types and Purposes – Informative/Explanatory C.IE.1.1 ~ Write informative and explanatory pieces that describe, explain, or summarize information or ideas. C.IE.1.1.1 ~ Write with a sharp controlling point and an awareness of the audience and task. C.A.1 Text Types and Purposes - Argumentative C.A.1.1 ~ Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. C.A.1.1.1 ~ Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. C.A.1.1.2 ~ Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. C.A.1.1.3 ~ Organize the argument using effective strategies to develop a strong, well-supported position.</p> |