Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Advanced Video Production
Grades 10 - 12

New Jersey Curricular Mandates for Technology Education & Video Production

Disabled & LGBT:
18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Diversity, Equity, and Inclusion (DEI):
C.18A:35-4.36a - Curriculum to include instruction on diversity and inclusion. 1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. b. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

Amistad Law:
N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Climate Change:
2020 NJSLS-Computer Science and Design Thinking: At the core of computer science and design thinking education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. Learning experiences that enable students to apply content knowledge and employ computational thinking skills prepare students for the work of tomorrow by proposing solutions concerning the balancing of societal, environmental, and economic needs for a sustainable future. Further, leveraging topics such as computational sustainability and clean technology (Cleantech), technologies that either reduce or optimize the use of natural resources while reducing the negative effect that technology has on the planet and its ecosystems, is essential for developing a populace with the knowledge and skills necessary to mitigate the effects of climate change.

Advanced Video Production			
Unit 1: Pre-Production			

Time Allotted: Approximately 2-3 weeks

New Jersey Student Learning Standards (NJSLS)

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

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-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
● What is the purpose of pre-production? ● How do we measure the effectiveness of pre-production? ● How is collaboration, organization and planning essential for pre-production?	a. Develop methods of analysis for hitting the target audience. b. Generate audience-engaging techniques. c. Determine production value through awareness of an audience's needs. d. Develop a budget for a video program. e. Assign production personnel based upon their program requirements. f. Research shooting locations and secure proper permissions for their use. g. Develop treatments that are both persuasive and appropriate for the type of program under proposal.	● Conduct a demographic analysis to discover audience interests, needs and wants. ● Design a budget plan for a video program ● Analyze and create treatments	● Articulate via a mini-presentation how they could play a role as journalists at their high school. Presentations will be assessed using a single-point grading rubric. ● Students' responses to analyses of video clips. ● Daily journal entry on topics ranging from identifying lead-ins and segues to speaking/writing styles. ● Demonstrate the three basic steps to setting up a studio camera.

	h. Write and properly format the script when needed. i. Design a storyboard when appropriate for the project.		● Evaluation of video submission using a single-point grading rubric.
Resources/Materials	● Samples of news and video clips ● Editing Software ● Camera Equipment		
Interdisciplinary Connections	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Career Readiness, Life Literacies, and Key Skills	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 projects 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 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 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.		

	Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. Use technology to enhance productivity, increase collaboration, and communicate effectively. Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Modifications			
Multi-Lingual Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Display labeled images of camera equipment. ● Repeat, clarify or reword directions.	● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Extra time for assigned tasks or adjust length of assignment.	● Incorporate student choice. ● Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.	● Lead the class in the deciphering of new learning. ● Create a more detailed project which includes additional research outside of project requirements. ● Engage in more complex projects, which uses advanced techniques.

Advanced Video Production
Unit 2: Production Process
Time Allotted: Approximately 2 Weeks
New Jersey Student Learning Standards (NJSLS)
9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology. 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 9.3.12.AR-AV.4 Design an audio, video and/or film production. 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting. 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

- What is the purpose of the production process? - How did the pre-production process help the production process? - What is the best way to set up a specific shot for a scene? - How can you achieve optimal lighting? - What is the best way to achieve optimal sound quality for your scene?	- Use different zoom ratios for specific purposes. - Adjust focal length to affect apparent distance, speed, and changes in perspective. - Use creative focus techniques (selective, follow, and rack focus) - Balancing color - Use a variety of shutter speeds - Use various lighting techniques (using key, fill, and back and background lighting) - Achieve optimal audio quality - Applied advanced compositional techniques; such as: - Creating compositional unity - Composing around a center of interest - Shifting the center of interest - Observing proper subject placement (rule of thirds)	- Using the script and plans from pre-production, direct students to achieve the goals of the scene. - Set up equipment properly - Use proper lighting and sound equipment to film each scene. - Boom Mics, handheld mics, etc. - External lighting sources	- Participation in daily classroom discussions, planning and activities. - All projects will be evaluated using a single-point grading rubric. - Review and critique their films upon completion with teacher and student input/suggestions.
Resources/Materials	- Cameras - Laptops - Editing Software - Tripods - Teleprompter - Wireless Mics		
Interdisciplinary Connections	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Career Readiness, Life Literacies, and Key Skills	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 projects 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 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task. 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. **Career Readiness, Life Literacies, and Key Skills Practices** Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration, and communicate effectively. Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

	8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Modifications			
Multi-Lingual Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Display labeled images. ● Restate design steps aloud before project activity. ● Assign a native language partner.	● Provide extended time for the creation of products. ● Scaffolded explanations for proper use of equipment.	● Encourage student choice of topics / genres. ● Frequent feedback from the teacher.	● Assign students additional or more complex show segments. ● Assign leadership role and/or "student producer" credit.

Advanced Video Production
Unit 3: Post-Production

Time Allotted: Approximately 2-3 Weeks

New Jersey Student Learning Standards (NJSLS)

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

● What techniques can you use to advance your editing skills in Adobe Premiere Pro?
● How can you expand time in your film?
● How can you accelerate time in your film?
● How do you use color
	● Advanced Editing Techniques, such as:
	  ○ Arranging the sequence of shots to suggest a progression of events
	  ○ Developing an edit decision list (EDL)
		● Produce video segments that use a variety of shooting and compositional techniques.
		● Demonstrate ability to use special effects and transitions effectively to enhance your film
		● Demonstrate ability to use color correction
			● Participation in daily classroom discussions, planning and activities.
			● All projects will be evaluated using a single-point grading rubric.
			● Review and critique their films upon completion with teacher

correction?
● What is green screen technology useful for? How is it used?
	○ Editing to create expansion of time
	○ Using acceleration editing
	● Advanced Use of Adobe Premiere Pro, such as:
	   ○ Advanced use of audio and video filter and transitions
	   ○ Using the roll, slip, crop, and pen tools
	   ○ Using multiple timeline tracks
	○ Using advanced chroma-key effects
			and student input/suggestions.

Resources/Materials	● Editing Software ● Camera Equipment ● Digital backup technology for saving files		
Interdisciplinary Connections	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software 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 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately		

| | 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity
9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
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.

Career Readiness, Life Literacies, and Key Skills Practices:
Demonstrate creativity and innovation
Use technology to enhance productivity, increase collaboration and communicate effectively
Work productively in teams while using cultural/global competence
Utilize critical thinking to make sense of problems and persevere in solving them
Plan education and career paths aligned to personal goals |
| **Computer Science and Design Thinking** | 8.1.12.CS.2: Model interactions between application software, system software, and hardware.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. |

Modifications			
Multi-Lingual Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
• Use sentence/paragraph frames to assist with writing reports. • Provide extended time for written responses and reports. • Assign a native language partner.	• Use sentence/paragraph frames to assist with writing reports. • Provide extended time for written responses and reports.	• Use a graphic organizer to categorize topics. • Provide an outline for journal entries and research tasks. • Provide extended time for written responses and reports.	• Compare and contrast two influential newscasters and the impact they have on the world. • Interview a journalist about their personal influences and reflect upon how this affects their career.

Advanced Video Production
Unit 4: Documentaries
Time Allotted: Approximately 6-8 Weeks
New Jersey Student Learning Standards (NJSLS)
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- What is a documentary? - What is the difference between a documentary and a mock-umentary? - What is the style of a documentary and how does it differ from a typical movie? - What is the proper way to produce and film an interview? - How do you plan out a filming schedule to use your time effectively and capture enough content to create a storyline?	- Conduct and film an interview. - Film B-roll for their videos. - Understand the elements of a compelling story. - Explore how various elements and video techniques can enhance their segments. - Utilize the interests of the intended audience to generate compelling content.	- View and analyze examples of documentaries. - Create both b-roll, scripted and unscripted scenes and interviews for documentary. - Find corresponding music for scenes/film.	- All projects will be evaluated using a single-point grading rubric. - Review and critique their videos on a weekly basis with teacher and student input/suggestions.
Resources/Materials	- Camera Equipment - Lighting Equipment - Sound Equipment - Editing software - Adobe Premiere Pro		
Interdisciplinary Connections	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

Career Readiness, Life Literacies, and Key Skills	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software 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 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media 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. **Career Readiness, Life Literacies, and Key Skills Practices:** Demonstrate creativity and innovation Use technology to enhance productivity, increase collaboration and communicate effectively Work productively in teams while using cultural/global competence Utilize critical thinking to make sense of problems and persevere in solving them
Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Modifications			
Multi-Lingual Learners	**Special Education**	**At-Risk**	**Gifted and Talented**

● Assign a native language partner. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc.	● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Provide an outline of lessons. ● Get a written list of instructions. ● Receive large projects as smaller tasks with individual deadlines.	● Invite parents, neighbors, friends, the school principal and other community members to attend student run film festivals. ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks.	● Lead the class in the deciphering of new learning. ● Create a more detailed report which includes additional research outside of project requirements. ● Engage in more complex project, which uses advanced techniques.

NJ Legislative Statutes & Administrative Code: Amistad Law: N.J.S.A. 18A 52:16A-88, **Holocaust Law: N.J.S.A. 18A:35-28** , **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

- Students will have the opportunity to research a topic of their choice (person, place, history of topic, etc.) They will write, film and produce a documentary-style film on this topic. It will include background research, interviews, b-roll, etc. Students may choose to focus their documentary on a topic/person/event that addresses the statutes listed above.

Advanced Video Production
Unit 5: Long term project(s)

Time Allotted: Approximately 4-6 Weeks Each

New Jersey Student Learning Standards (NJSLS)

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
● What personal interest do you have for a project? ● How can you create a well thought out script and pre production details to make a high quality film? ● How do you create a filming schedule to keep you on task with your deadlines?	● Complete all steps of the production process ● Create filming schedule ● Understand the elements of a compelling story. ● Explore how various elements and video techniques can enhance their segments.	● Write proper script ● Film high quality footage including: interviews, B-roll, action sequences, record voice-overs, etc. ● Use proper lighting techniques ● Use proper wireless microphones for clear audio. ● **Project Ideas:** ○ Silent Film	● Production of project evaluated using a single-point grading rubric ● Review and critique their performances on a daily basis with teacher and student input/suggestions ● Participation in classroom discussion

		○ Music Video ○ Horror Film ○ Special Effects ○ Movie/TV Scene Remake ○ News Show	
Resources/Materials	● Camera Equipment ● Lighting Equipment ● Sound Equipment ● Editing software - Adobe Premiere Pro		
Interdisciplinary Connections	RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
Career Readiness, Life Literacies, and Key Skills	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 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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. **Career Readiness, Life Literacies, and Key Skills Practices:** Demonstrate creativity and innovation Use technology to enhance productivity, increase collaboration and communicate effectively Work productively in teams while using cultural/global competence Utilize critical thinking to make sense of problems and persevere in solving them
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Modifications			
Multi-Lingual Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Assign a native language partner. ● Search news clips in native language to translate and demonstrate expectations.	● Provide adequate time for storyline development. ● Create a shorter script. ● Utilize graphic responses.	● Break the project into smaller pieces. ● Conference with teacher during the writing process.	● Increase length of films ● Add in new techniques, edits, camera shots, etc. to enhance their project. ● Work with color correction