

Pascack Valley Regional High School District

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

**Course Name: Video Production
Grades 9 - 12**

**Born On: August 2017
Revised On: July 2022
Current Revision: August 2023
Board Approved: 8/28/2023**

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.

Video Production			
Unit 1: Intro to Video 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-AV.3 Demonstrate technical support skills for audio, video and/or film productions.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ol style="list-style-type: none"> 1. What is the purpose of creating video content? 2. How can you use video to inform or entertain your audience? 3. What are some methods of video production? 4. What is a storyboard? 5. What is a professional script? 	<ol style="list-style-type: none"> a. Recognize not only the power of video to inform, persuade, and entertain, but also to provide insight on human experience and behavior. b. Develop an understanding of the various methods of video production. c. Recognizing target audiences and demonstrating the ability to write to those target audiences. 	<ul style="list-style-type: none"> ● Watching various film and media content ● Recognizing target audiences and demonstrating the ability to write to those target audiences. ● Intro to storyboarding and script writing. 	<ul style="list-style-type: none"> ● Evaluation of video submission using a single-point grading rubric. ● Evaluate class demo and scripts
Resources/Materials	<ul style="list-style-type: none"> ● Samples of media and film content ● 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.		

	<p>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.</p> <p>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.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>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).</p> <p>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.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p> <p>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.</p> <p>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.</p> <p>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</p>
<p>Computer Science and Design Thinking</p>	<p>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.</p> <p>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.</p>

Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images of camera equipment. ● Repeat, clarify or reword directions. 	<ul style="list-style-type: none"> ● Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency. ● Extra time for assigned tasks or adjust length of assignment. 	<ul style="list-style-type: none"> ● Incorporate student choice. ● Invite parents, neighbors, friends, the school principal and other community members to support classroom activities. 	<ul style="list-style-type: none"> ● 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 use advanced techniques.

Video Production			
Unit 2: Camera & Equipment Basics			
Time Allotted: Approximately 1-2 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-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)
<ul style="list-style-type: none"> ● How do you use a digital camcorder? ● What are the functioning controls? ● How do you zoom, pan, tilt, etc? ● How do you watch footage back on the camera to preview? ● How do you attach the camera to a tripod? ● How does shutter speed affect the footage? ● How do you attach a microphone/boom to a camera for external sound? ● What is the rule of thirds? 	<ul style="list-style-type: none"> ● Consider the camera as a creative tool, as well as a technical instrument. ● Examine the purpose and function of each of the camera's features and indicators. ● Demonstrate various methods of camera control. ● Realize the importance of using a tripod to gain professional results. ● Practice tilting, panning, and zooming. ● Develop methods to keep the camera still when in motion. ● Use shutter speed creatively and practically. 	<ul style="list-style-type: none"> ● Demonstrate the rule of thirds ● Demonstrate ability to set up shots for specific scenes ● View and analyze examples of documentaries. ● Create both b-roll, scripted and unscripted scenes and interviews for documentary. 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Cameras ● Handheld mics ● Tripods 		
Interdisciplinary Connections	<p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>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.</p> <p>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.</p> <p>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</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Assign a native language partner. ● When possible, modify assignments so the ELL student writes less, has simpler questions to answer, fewer spelling words, etc. ● All parts of equipment labeled with both English and secondary language. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 projects, which use advanced techniques.

Video Production

Unit 3: Pre-Production Process

Time Allotted: Approximately 2 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)
<ul style="list-style-type: none"> ● What is the purpose of the pre-production process? ● How will this help produce the rest of the film? ● What is a treatment and why is it necessary? ● What is the proper format for writing a professional script? ● What is the best way to choose shots? ● How can we enhance our storytelling skills visually? ● What is the best way to decide on talent? ● How do we choose locations? ● How do you create an efficient production schedule? 	<ul style="list-style-type: none"> ● Understand the role and responsibilities of a video producer. ● Understand the role and responsibilities of each member of a production team. ● Establish a purpose for each video to be produced. ● Develop a “treatment” (definition of how the subject will be covered). ● Develop a concept, or organizational principle, which brings together each element of the video production. ● Develop a production schedule. ● Prepare properly for location shooting by carefully surveying the site before arriving to minimize unforeseen problems. ● Develop time management methods. ● Develop scripts and storyboards (visual representation of the script). 	<ul style="list-style-type: none"> ● Write up a treatment and/or storyboard for short scene or film ● Use professional script writing software to properly write a script. ● Determine dialogue for talent ● Choose key talent and locations ● Determine best shot variety for production 	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Use proper script writing formats and methods. ● Understand when to use video or audio leads when preparing scripts. ● Know the characteristics of effective narration and voice-overs. ● Use the appropriate talent for each production. ● Plan number of shots, length of clips, titles, transitions, dissolves, wipes, voice-overs, narration, and A/V inserts before recording on videotape. ● Plan a variety of productions: interviews, demonstrations, documentaries, dramas, comedies, news items, special events, etc. ● Master effective interviewing techniques. 		
Resources/Materials	<ul style="list-style-type: none"> ● Script Writing Software ● Editing Software 		
Interdisciplinary Connections	<p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>		
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>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).</p>		

	<p>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.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p> <p>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.</p> <p>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.</p> <p>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</p>		
Computer Science and Design Thinking	<p>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.</p> <p>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.</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images. ● Restate design steps aloud before project activity. ● Provide extended time for script writing ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Provide extended time for the creation of products. ● Scaffolded explanations for proper use of equipment. 	<ul style="list-style-type: none"> ● Encourage student choice of topics / genres. ● Frequent feedback from the teacher. 	<ul style="list-style-type: none"> ● Assign students additional or more complex show segments. ● Assign leadership role and/or “student producer” credit.

Video Production			
Unit 4: 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)
<ul style="list-style-type: none"> ● What is the purpose of the production process? ● What are the best shots for each scene? ● How do you set up the correct camera shot/angle, etc. ● How can you best direct talent in their role in the film? ● How do you set up the camera/tripod and any sound equipment? ● How do you choose the best audio equipment for each scene? ● Is there proper lighting? 	<ul style="list-style-type: none"> ● Frame moving persons and objects properly ● Use the “rule of thirds” placement to create an effective visual image, especially when framing a person or group of people ● Understand the importance of monitoring audio while shooting video ● Monitor lighting while shooting 	<ul style="list-style-type: none"> ● Demonstrate ability to direct students in a scene ● Demonstrate ability to direct camera operators to produce the best shot possible ● Monitor audio quality ● Monitor lighting quality ● Watch back scenes to determine re-shoots ● Film high quality footage including: interviews, B-roll, action sequences, record voice-overs, etc. ● Use proper wireless microphones for clear audio. 	<ul style="list-style-type: none"> ● Project Evaluation Checklists to evaluate video programs where students serve as video producer ● Production Team Evaluation Checklists to evaluate work when a student serves as a member of a production team ● Written work, such as scripts, storyboards, and project treatment ● Tests and quizzes ● Class participation ● 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	<ul style="list-style-type: none"> ● Editing Software ● Sound Equipment ● Camera Equipment ● Lighting Equipment 		

Interdisciplinary Connections	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>
Career Readiness, Life Literacies, and Key Skills	<p>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).</p> <p>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.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.</p> <p>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.</p> <p>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.</p> <p>Career Readiness, Life Literacies, and Key Skills Practices</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>
Computer Science and Design Thinking	<p>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).</p>

	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
<ul style="list-style-type: none"> Use peers to assist in hands on tasks Provide extended time for editing Assign a native language partner. 	<ul style="list-style-type: none"> Use sentence/paragraph frames to assist with writing reports. Provide extended time for production Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> Use a graphic organizer to categorize topics. Provide an outline for journal entries and research tasks. Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> Compare and contrast two influential newscasters and the impact they have on the world. Additional camera techniques Additional length of film

Video Production			
Unit 5: Post-Production			
Time Allotted: Approximately 1-2 Weeks Each			
New Jersey Student Learning Standards (NJSLS)			
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)
<ul style="list-style-type: none"> What is the purpose of the post-production process? What is the purpose of an effective title? How do you choose appropriate cutting points? What is "in/out" point editing? When do you use certain kinds of transitions? How do you add audio and 	<ul style="list-style-type: none"> Learn the principles of video editing Understand how to create an effective title (typography, color, layout, etc) Understand what it means to choose a proper cut point Learn the basics of sound editing (volume, effects, etc) What transitions work best in 	<ul style="list-style-type: none"> Demonstrate proper editing techniques Demonstrate how to create effective titles and credits Find effective and appropriate music Add and adjust sound/audio Show ability to finalize the film and export to proper settings for 	<ul style="list-style-type: none"> 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

<p>adjust volume?</p> <ul style="list-style-type: none"> ● How do you use audio/video inserts? ● How do you use background music effectively to reflect the theme or enhance the mood of the film? ● How to apply various simple effects to video clips? ● How do you export a film for viewing on external devices? 	<p>certain parts of the film</p> <ul style="list-style-type: none"> ● How do you finalize a film 	<p>external viewing on various devices</p>	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Camera equipment ● Adobe Premiere Pro 		
<p>Interdisciplinary Connections</p>	<p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>		
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>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</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software</p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately</p> <p>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</p>		

	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>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.</p> <p>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.</p> <p>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</p>		
Computer Science and Design Thinking	<p>8.1.12.CS.2: Model interactions between application software, system software, and hardware.</p> <p>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.</p> <p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p>		
Modifications			
Multi-Lingual Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Assign a native language partner. ● Work in small groups with peers to complete projects 	<ul style="list-style-type: none"> ● Provide adequate time for storyline development. ● Create a shorter film ● Utilize graphic responses. 	<ul style="list-style-type: none"> ● Break the project into smaller pieces. ● Conference with teacher during the production process. 	<ul style="list-style-type: none"> ● Increase length of films ● Add in new techniques, edits, camera shots, etc. to enhance their project. ● Work with color correction and various special effects.