Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Video & Media Production I

COURSE OF STUDY

Technology Education Department

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Date:

June 2024

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Video & Media Production

2024-2025 School Calendar

1. Intro DVP-3-4 day activities
2. Basic Elements of DVP, equipment, theories
3. Understanding and demonstrating concepts of camera shots & camera framing.
4. Use Video Production concepts to design and create a basic video composition
5. Use editing concepts to advance video compositions (transitions, effects) Premiere
6. Effective use of titles and texts Premiere
7. Develop and discuss text notes on the laws of video space and the power of the keyframes.

8. Create, develop, and prepare the five stages of storytelling when creating video content.
9. Use of time in video to add elements to video production
10. Use of 3-point lighting within all video creation.
11. DVP Composition Project
12. Introduction to sound/audio
13. Audio/Sound concepts/projects
14. Advanced video project
15. Production Teams/TV Production
16. Real-life applications of media produciton
17. Portfolio

September '24

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October '24

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November '24

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December '24

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January '25

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April '25

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May '25

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June '25

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Course Introduction

Video & Media Production will allow students to plan, shoot and edit video from script to screen. A hands-on experience will include a working knowledge of computers digital editing programs, digital cameras (still and motion), storyboarding, photo manipulation, and audio devices. The focus of the course will be on script writing, storyboarding, shot composition, lighting techniques, sound recording techniques and editing for a final project. Each student will have the opportunity to produce his or her own edited video. In addition to class work, students are required to video and edit one after school event or activity per marking period as approved by the instructor.

Unit Summaries
Video & Media Production

Course Content:

1. **Unit 1** - This unit is designed to assist the student develop an understanding of the history and technological developments in video communication and production. Using text selections, software generated activities and related editing lessons each student will explore the three main phases of a quality production. Students will follow the parameters of pre-production, production, and post-production to manage, control and produce edited video productions

2. **Unit 2** - This unit is designed to assist the student to develop an understanding of the composition and language of video production. Using text selections, software generated activities and related editing lessons each student will explore more detailed skills to generate quality edited productions. Students will follow more advanced lessons in editing and creating computer generated effects. Through scriptwriting, storytelling, organization, and communication students will develop the skills to begin, design, and complete a video production

3. **Unit 3** - This unit is designed to challenge each student editor to create more professional quality productions while implementing learned skills. The software generated activities and related editing lessons become more demanding as each student advances. Students will be introduced to Adobe "Audition" while they follow exercises editing and generating sound effects.

4. **Unit 4** - This unit is designed to create and develop a culmination activity and pre-recorded news broadcast showcasing the learned skills from throughout the year. The students will generate multimedia organizing platforms for archiving the years completed activities.Students will also demonstrate the roles of each phase of production while understanding the facets, roles and equipment in a television broadcasting studio. Each student is encouraged to add their best work to their digital portfolio and refine team building, communication, and production skills.

Programs: Adobe Creative Cloud, Microsoft Suite & Google Drive Suite

Course Expectations and Skills -

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.

11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

Resources:
1. Video Communication & Production, 1st Edition, by: Jim Stinson
2. Adobe Premiere Pro Classroom in a Book, 1st Edition (2021), by: Lisa Fridsma
3. "Project Management for Video Professionals." *StudioBinder*, 30 Jan. 2024, www.studiobinder.com/.
4. *Adobe Exchange*, exchange.adobe.com/. Accessed 22 July 2024.

Unit 1:	Introduction to Video & Media Production: Theory and Practices

Unit Summary

This unit is designed to assist the student develop an understanding of the history and technological developments in video communication and production. Using text selections, software generated activities and related editing lessons each student will explore the three main phases of a quality production. Students will follow the parameters of pre-production, production, and post-production to manage, control and produce edited video productions

Essential Questions	Enduring Understandings
● How do you define the term video?	● Develop and discuss text notes to compare the video and film technologies.
● What are the stages of production? (Treatment, Rundown, Script, Storyboarding)	● The students will create, develop, and prepare informative documents and descriptive design briefs that connect to the stages of production.
● What are the basic camera shots & what is camera framing?	● Develop and discuss the difference and purpose for each camera shot, as well as, develop how camera framing is implemented into camera shots.
● What is "The Rule of Thirds"?	● Develop, discuss, and analyze the impact of the 'Rule of Thirds' within all video content.
● What is video editing? Why is it important to stay organized when video editing?	● The students will create, develop and display their creative skills through editing video content, as well as, displaying their organizational & structural management of video clips, music tracks, video effects, etc.
● What techniques are needed for creating & improving video quality?	● The students will display & implement creative video techniques throughout the stages of production to create engaging video content.
● What are the most common video editing transitions used in quality video productions?	● The students will develop, discuss & apply basic video editing transitions within their video content to enhance their story.

Behavioral Objectives	Standards ([NJSLS])
● Analyze and compare the difference between video and film in the digital age.	1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b
● Plan, Design, and Develop an informative video using the pre-production, production, and post production techniques	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1
● Identify, analyze & compare the basic camera shots, as well as analyze the impact of camera framing within camera shots for storytelling.	1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b
● Analyze the impact of the 'Rule of Thirds' within all video content.	1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b
● Manage the use of video production organization techniques/strategies when video editing.	1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b
● Begin to apply video techniques where needed, to enhance video projects & storytelling.	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4

Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

● Use of Cornell Notes will be used to understand the procedures for each project.
● Students will write their plans for their videos during pre production phases.

- Stages of Productions
- Journals/Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.

- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Difference between video and film
2. Creation of a pre-production documents & phases of productions
3. Controlling the camera
4. Editing clips in premiere
5. Constructing a informative video
6. Creating video projects

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, stages of production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 2:	Mastering Key Elements of Video Editing and Scriptwriting Development

Unit Summary

This unit is designed to assist the student develop an understanding of the composition and language of video production. Using text selections, software generated activities and related editing lessons each student will explore more detailed skills to generate quality edited productions. Students will follow more advanced lessons in editing and creating computer generated effects. Through scriptwriting, storytelling, organization, and communication students will develop the skills to begin, design, and complete a video production.

Essential Questions	Enduring Understandings

● Why/How do editing programs improve the quality of a video?	● The students will create, develop and display their creative skills through editing video content, as well as, displaying their organizational & structural management of video clips, music tracks, video effects, etc.
● Why is it important to understand the editing interface/workspace?	● The students will develop the understanding and value of organization when editing a video.
● Why is organization essential in creating a video edit or project?	● The student will continue to enhance their editing creativity while developing the skills of basic editing techniques.
● How do elements such as, transitions, video effects, key framing, and other basic editing techniques improve the quality of a project?	● The students will continue navigating through the Adobe Premier Pro software creating video that complies with the demonstrated lessons and learning activities
● What is the value of a script in creating a well-thought out, quality project?	● Students will create stories, characters, dialogue, and scenes that are meant to be translated into visual and auditory elements on screen
● What are the parts of a script? Why is understanding the parts of a script important for video production?	● The students will learn why a script is the cornerstone of planning, designing, and creating a video production.
● How do we write, design, create, and complete a script for a production?	● The students will understand the parts of a script and will develop skills in order to complete a script that can guide, inspire, and design a quality video production.

Behavioral Objectives	Standards (NJSLS)
● Manage the use of the editing workspace, recognize the importance of organization in editing a video project, and develop basic to intermediate editing skills, such as, video transitions and effects, timeline, key frames, and the interface editing tools.	1.2.12prof.Cr1 1.2.12prof.Cr2 1.2.12prof.Cr3 1.2.12prof.Pr4
● Create computer generated edits in Adobe Premiere Pro to complete a valued video edit.	1.2.12prof.Pr5 1.2.12prof.Pr6 1.2.12 prof.Re7 1.2.12prof.Re8
● Compose video compositions that employ the learned skills that continue to effectively convey a given message.	1.2.12prof.Re9 1.2.12prof.Cn10 1.2.12 prof.Cn11
● Develop and design a well-thought out script to navigate and guide a video through all three phases of production.	1.2.12prof.Re9 1.2.12prof.Cn10 1.2.12 prof.Cn11

- Provide a framework for developing characters and their actions in a script, helping to ensure coherence, realism, and emotional impact in the narrative.

1.2.12prof.Pr5
1.2.12prof.Pr6
1.2.12 prof.Re7
1.2.12prof.Re8
9.3.12.AR.1
9.3.12.AR.2
9.3.12.AR.3
9.3.12.AR.4
9.3.12.AR.5
9.3.12.AR.6
9.3.12.AR-AV.1
9.3.12.AR-AV.2
9.3.12.AR-JB.3
9.3.12.AR-JB.4

Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards, Screenplays, Short stories
- Journals./Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and colloaborative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or

after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of editing workspace and organizational skills
2. Creation of computer generated effects through varied editing exercises
3. Use of time and space to create dramatics and mood
4. Creation of an "editing log"
5. Develop and compose a project from various video project ideas and/or challenges
6. Create a quality script, including all elements of scriptwriting
7. Teacher and peer feedback sessions

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio, Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 3:	Intro To Lighting Techniques & Sound

Unit Summary

This unit is designed to challenge each student editor to create more professional quality productions while implementing learned skills. The software generated activities and related editing lessons become more demanding as each student advances. Students will be introduced to Adobe "Audition" while they follow exercises editing and generating sound effects.

Essential Questions	Enduring Understandings
● Why is lighting important within any video?	● Develop and discuss text notes on the language and proper terms/equipment setup used in video production lighting equipment.
● What is the biggest difference between natural lighting & artificial lighting?	● Develop and discuss text notes to compare natural lighting and artificial lighting.
● What techniques are required/needed to properly light up a subject? How about lighting up a subject on a green/blue screen?	● Develop and discuss text notes on the proper terms/equipment needed to properly light a subject inside, outside or on a green/blue screen.
● Why is audio/sound essential within any video?	● "Video Audio/Sound", Develop, discuss, and save notes involving the ways program audio/sound delivers information, how to enhance audio for mood, as well as the impact audio/sound displays within a video.
● What are the different types of audio microphones & how can they be used within a video?	● In the "Premiere Pro" and "Audition" software, the students will research, create, develop, and prepare a foley sound effect that describes an approved theme. Computer generated effects and editing skills are to be incorporated from prior lessons. (Create a foley sound effect)

- What are the techniques needed to set up sound & audio equipment correctly?

- What are the impacts of sound effect techniques within a video?

- Develop and discuss text notes on the proper terms/equipment needed to produce successful audio/sound.

- Using the Premiere Pro, and Audition software, the student will continue to enhance their editing creativity while developing required learning activities.

Behavioral Objectives	Standards ([NJSLS])
● Analyze the importances & impact of lighting, lighting equipment & lighting techniques within media & video production for content creation.	1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b 1.2.12 acc.Cr1
● Create and develop professional quality audio tracks by using the proper programs and experimenting with different techniques.	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1 1.2.12 acc.Cr1
● Combine a variety of information that adheres to an approved theme. Employ computer generated techniques to make the information more distinguished.	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1 1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b 1.2.12 acc.Cr1
● Apply video sound to enhance the mood of a video composition.	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1 1.2.12 acc.Cr1
● Prepare advanced video compositions by using the skills learned to this point in Premiere Pro and Audition software. ● Analyze the importances & impact of sound/audio, sound/audio equipment & sound/audio techniques within media & video production for content creation.	1.2.8.Pr5 1.2.12prof.Pr5 1.2.12prof.Cr1 1.2.12 acc.Cr1 1.2.2.Re7 a,b, 1.2.12.prof.Re7 a,b 1.2.12 acc.Cr1 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4

Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Stages of Productions
- Journals/Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the

curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of sound/audio language
2. Creation of audio track
3. Create voiceover
4. Creation of foley sound effect
5. 3 point lighting project
6. Green/Blue screen project
7. Advanced project

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, stages of production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 4:	Production Teams

Unit Summary

This unit is designed to create and develop a culmination activity and pre-recorded news broadcast showcasing the learned skills from throughout the year. The students will generate multimedia organizing platforms for archiving the years completed activities.Students will also demonstrate the roles of each phase of production while understanding the facets, roles and equipment in a television broadcasting studio. Each student is encouraged to add their best work to their digital portfolio and refine team building, communication, and production skills.

Essential Questions

- What types of activities go into developing a production schedule?

- What are the roles and needs of a television production? Why are they important in completing a news broadcast or segment?

- How do you compose a news broadcast or production?

- What costs and fees determine the final production cost of a production?

- What forms of multimedia production are there to organize and present a project, film, or news broadcast?

Enduring Understandings

- "Production Planning". Develop and discuss text notes to determine the production requirements for a small-scale video production

- Each student will assemble people, equipment and other resources for a small-scale video production that will showcase the editing techniques developed because of the curriculum exposure and personal investigation.

- Each student will develop a production schedule and calculate cost and budget for their production.

- The Adobe editing software will be used to develop effects, edit the video assets, enhance sound, and finally design and create quality and valued video production.

Behavioral Objectives	Standards (NJSLS)

● Develop production requirements, assemble people and resources to create a small-scale video and news broadcast.	1.2.12prof.Cr1 1.2.12prof.Cr2 1.2.12prof.Cr3 1.2.12prof.Pr4
● Manage, schedule, and budget costs of the small-scale video production and news broadcast.	1.2.12prof.Pr5 1.2.12prof.Pr6 1.2.12 prof.Re7 1.2.12prof.Re8
● Assess and solve problems that are associated with common video recording situations.	1.2.12prof.Re9 1.2.12prof.Cn10 1.2.12 prof.Cn11
● Use of prior knowledge to complete a video portfolio that maintains the initial mood, idea, and purpose. Use of quality practices to create a television broadcast to be shared with the school community.	1.2.12 acc.Cr1 1.2.12acc.Cr2 1.2.12acc.Cr3 1.2.12 acc.Pr4 1.2.12acc.Pr5 1.2.12 acc.Pr6 1.2.12 acc.Re7 1.2.12 acc.Re8 1.2.12 acc.Re9 1.2.12 acc.Cn10 1.2.12acc.Cn11 9.3.12.AR.1 9.3.12.AR.2 9.3.12.AR.3 9.3.12.AR.4 9.3.12.AR.5 9.3.12.AR.6 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4

Interdisciplinary Connections

English, Technology, Theater Arts, Music

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards, Screenplays, Short stories, Production assignments and schedules.
- Journals./Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and colloboarative)
Do-nows
Exit Tickets

Accommodations and Modifications ([BHPRSD Accommodations and Modifications](#))

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average

- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Team or group productions
2. Creation of a storyboard, script, or production schedule
3. Roles of news/media production, adequate knowledge and use of broadcasting equipment
4. Using learned skills and knowledge of editing and phases of production
5. Design of a marketing logo to promote individual or team productions
6. Editing clips in premiere
7. Constructing a informative video, news broadcast, or segment
8. Creating video portfolio
9. Creating a production that conveys a given mood, idea, or purpose.

Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.