

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

Video & Media Production Level III

COURSE OF STUDY

Technology Education Department

Written By:

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Date:

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Approved by:

Marcie Geyer, Director of Curriculum & Instruction

Video & Media Production Level III

2025-2026 School Calendar

1. Intro VMP3: 3-4 day activities
2. Industry Standard Adobe Certification Level Concepts/Editing on Premiere Pro With Project
3. Industry Standard Film/Documentary Scriptwriting and Storyboarding
4. Professional Concepts/Techniques with Artificial Intelligence - Shot Composition
5. Professional Concepts/Techniques - Lighting
6. Professional Concepts/Techniques - Audio/Sound
7. Professional Post Production and Editing Concepts

8. Industry Standard - Electronic News Gathering and Field Production
9. Professional Studio Production
10. Industry Standard Interview Production
11. Emmy Submissions (Deadline May 5th) Challenge
12. Adobe Certification
13. CCC Teen Arts Festival Contest
14. Portfolio

September '25

Su	M	Tu	W	Th	F	S
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28	29	30				

October '25

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November '25

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December '25

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28	29	30	31			

January '26

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February '26

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March '26

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29	30	31				

April '26

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May '26

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24	25	26	27	28	29	30

June '26

Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17			

5 Credits

GRADES: 11-12

Prerequisite: Video and Media Production II

Course Introduction

Video and Media Production III is the capstone course for students interested in advanced video production and media creation. Building on skills learned in Video and Media Production I and II, this course provides students with the opportunity to work on high-level projects that mirror real-world media production environments. Students will explore advanced topics, including professional editing techniques, complex camera operations, sound design, and motion graphics. In addition to individual projects, students will collaborate on group productions, including short films, documentaries, and promotional content for school or community events. This course is ideal for students seeking to pursue careers in media or further their studies in film, television, and digital media. This course offers the students the opportunity to receive Adobe Certifications and college dual-credit opportunities.

Unit Summaries

Video & Media Production Level III

Course Content:

1. **Unit 1 - Adobe Certification and AI techniques** (1-2 months) This unit provides the students with the foundations to be able to successfully pass the Adobe Certified Professional certification, which is the industry-recognized certification that demonstrates mastery of Adobe Creative Cloud software and must-have knowledge for digital media careers. This unit will cover the following topics in preparation for the Adobe Certified Professional certification: working in the video industry, project setup and interface, organizing video projects, creating and modifying visual elements, and publishing digital media, all connected to the Adobe Creative Cloud, specifically Adobe Premiere Pro. In addition to preparing for the Adobe Certified Professional certification, students will have the opportunity to take the My Pathway Adobe Certified Professional in Video Design, which is a combination of passing the Adobe Certified Professional in Adobe Premiere Pro plus either Adobe Photoshop or Adobe After Effects. Additionally, this unit will focus on the impact, implementation, and techniques of AI in video content creation, being an avenue within pre-production, production & post-production.
2. **Unit 2 - Film** (2-3 months) Film is a visual storytelling medium that holds value in society. In this unit, students will study and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field. Students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will use appropriate audio equipment for projects, create Foley, and add audio elements to produce a quality film. Students will also gain knowledge and hands-on experience through budgeting, location scouting, props/costumes, and all film production procedures for their projects to create a truly immersive and multi-sensory experience for the viewer. Students will combine their skills and understanding of the Adobe Suite (Premiere Pro, After Effects, and Audition) to enhance projects.
3. **Unit 3 - Broadcasting** (2-3 month) Students will focus on Studio Production, Field Production, and Sports Broadcasting, with an emphasis on producing content that impacts our schools and community. They will complete ENG (Electronic News Gathering) and Digital productions, demonstrating the ability to develop story ideas and lead a crew professionally in the field. In addition, students will create in-studio segments,

applying the learned technical and professional skills using control room equipment effectively.

4. **Unit 4 - Awards and Portfolio** (2 months) The students will use skills learned in previous units to plan, film, and edit field assignments aimed at an audience of students, faculty, staff, and community stakeholders. This will help them learn to manage deadlines and overcome unforeseen obstacles while creating content. Feedback will come from the audience as students continue to build career awareness and technical skills by emulating a functioning broadcast team. Additionally, students will participate in friendly statewide film competitions such as the 10-Day Film Challenge, CCC Teen Arts Festival, and district-based projects like the Tech Challenge.

Programs: Adobe Premiere Pro, Adobe Audition, Adobe After Effects, Adobe Photoshop, 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:	Adobe Certification and AI techniques
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Unit Summary

This unit provides the students with the foundations to be able to successfully pass the Adobe Certified Professional certification, which is the industry-recognized certification that demonstrates mastery of Adobe Creative Cloud software and must-have knowledge for digital media careers. This unit will cover the following topics in preparation for the Adobe Certified Professional certification: working in the video industry, project setup and interface, organizing video projects, creating and modifying visual elements, and publishing digital media, all connected to the Adobe Creative Cloud, specifically Adobe Premiere Pro. In addition to preparing for the Adobe Certified Professional certification, students will have the opportunity to take the My Pathway Adobe Certified Professional in Video Design, which is a combination of passing the Adobe Certified Professional in Adobe Premiere Pro plus either Adobe Photoshop or Adobe After Effects. Additionally, this unit will focus on the impact, implementation, and techniques of AI in video content creation, being an avenue within pre-production, production & post-production.

Essential Questions

Enduring Understandings

Working in the Video Industry

- Identify the purpose, audience, and audience needs for preparing video editing projects.
- What are essential communication skills when working with colleagues and peers on project planning?
- Determine the type of intellectual property rights, permissions, and licensing required to use specific content.
- Demonstrate an understanding of key terminology related to digital audio and video.
- Demonstrate knowledge of basic editorial principles and best practices employed in the video industry.

- Determine whether content is relevant to the purpose, audience, and audience needs.
- Demonstrate knowledge of techniques for communicating ideas about project plans with peers and clients.
- Identify legal and ethical considerations for using third-party content.
- Demonstrate knowledge of digital video and audio terminology.
- Communicate visually using standard film/video timing techniques.

Project Setup and Interface

- Industry standards steps to create projects and sequences, navigate, organize, and customize the application workspace.
- Identify industry standards for the use of non-visible design tools in the interface to aid in video workflow and import assets into a project.

- Develop and create appropriate project settings for video.
- Develop and create a sequence that matches the delivery requirements.
- Identify, navigate, and manipulate elements of the Premiere Pro interface, controlling and working with the timeline and media, and managing assets in Premiere Pro Projects.

Organizing Video Projects

- Professional standards for managing tracks and sequences, as well as enabling and disabling track output.

- Develop and create managing sequences in a complex project, use the timeline panel to manage tracks and hide, show, mute, and solo tracks.

Creating and Modifying Visual Elements

- Industry standard use of core tools and features to edit audio and video, add and animate titles and modify title properties, transform footage for use in sequences, transform digital media within a project, use effects to modify video in a sequence, use keyframes to control video properties over time & manage audio in a

- Develop and assemble a video sequence using a variety of methods and panels, use appropriate controls to modify text and graphic appearance, trim and refine clips using various tools, use basic auto-correction methods and tools, apply and adjust video motion effects in the timeline & adjust audio on the timeline or using the effect controls panel.

sequence.
Publishing Digital Media <ul style="list-style-type: none"> Professional standards on preparing video and audio sequences for publishing to web, screen, and other digital devices, and exporting and archiving video and audio sequences.
AI techniques <ul style="list-style-type: none"> Implementation of industry standards on artificial intelligence techniques within phases of production through video content creation, as well as ethical concerns in AI

<ul style="list-style-type: none"> Develop, analyze, and export a single frame, a clip, a range of sequences, or an entire sequence, as well as export using Adobe Media Encoder & archive a project.
<ul style="list-style-type: none"> Develop, analyze & create engaging video content utilizing artificial intelligence techniques such as artificial voice-over, text-to-video, colour correction, music generation, as well as examine ethical concerns within AI, ranging from quality & creativity limitations, bias & representations, and understanding symbolism and thematic depth.

Behavioral Objectives
<ul style="list-style-type: none"> Analyze, understand & display the impact of critical concepts related to working with colleagues and clients, as well as crucial legal, technical, and design-related knowledge. Brainstorming can create new, innovative ideas. Demonstrate originality and inventiveness in work
<ul style="list-style-type: none"> Examine, understand & display the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about importing digital assets for a project.

Standards (NJSL)
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.4.2.CI.2 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2 MA.K.MD.A.2
1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2

<ul style="list-style-type: none"> Study, understand & display video project structure, including layers, tracks, and assets for efficient workflow. 	<p>MA.K.MD.A.2</p> <p>1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2 MA.K.MD.A.2</p>
<ul style="list-style-type: none"> Analyze, understand & display the core tools and functionality of the application, as well as tools that affect the sequences within the project. 	<p>1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 MA.K.CC.A.3 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2</p>
<ul style="list-style-type: none"> Examine & understand the impact of publishing and exporting video and audio sequences in multiple formats for various publishing platforms. 	<p>1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9 9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2 MA.K.MD.A.2</p>
<ul style="list-style-type: none"> Analyze, understand & display creative artificial intelligence concepts within video content creation, as well as understand the impact of ethical concerns connected to artificial intelligence in the video production industry. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts 	<p>1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 1.2.12acc.Cr1,2,3,4 1.2.12acc.Cr5,6,7,8 1.2.12prof.Cr1,2,3,4 1.2.12prof.Cr5,6,7,8,9 1.2.12prof.Re7,8,9</p>

9.3.12.AR-AV.1
9.3.12.AR-AV.2
9.3.12.AR-AV.3
[9.3.12.AR-AV.4](#)
9.4.2.TL.7
LA.K-12.NJSLSA.L.1
LA.K-12.NJSLSA.L.2
MA.K.MD.A.2

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

- Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre-production phases - Treatment, Rundown, Script & Storyboard
- Stages of Production (Pre-Production, Production & Post-Production)
- Journals/Reflections - Adobe Creative Cloud applications & AI techniques

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life advanced video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaborative)
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 before readings
- Use mental models to build understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audiovisual 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 graphics to assist visual learners in supporting 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 before 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 the assessment
- Allow for partial credit when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when the 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 the student monitor the 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. Different types of creative editing videos via Adobe Creative Cloud
2. Different types of creative editing transition videos via Adobe Creative Cloud
3. Different types of audio mixing techniques videos via Adobe Creative Cloud
4. Editing video clips in Adobe Creative Cloud using AI techniques
5. Constructing videos & graphics motions within Adobe Creative Cloud
6. Creating advanced video projects via Adobe Creative Cloud using industry standards and AI techniques stated above

Do-nows and checkpoint quizzes will be given during and after these topics

Summative Assessments

Completed videos, tests, stages of production (Pre-Production, Production & Post-Production with AI techniques)

Performance Assessments

Unit 2: Film Production

Unit Summary

In this unit students will learn film is a visual storytelling medium that holds value in society. Students will study scriptwriting, production roles, and model advanced shot composition techniques using single and multi-camera productions to tell their stories. Film assignments will be done in the studio, as well as out in the field. Students will use artificial and natural lighting to add more depth and emotion to their shots. The final touch to creating a stunning video is sound. Students will use appropriate audio equipment for projects, create foley, and add audio elements to produce a quality film. Students will also gain knowledge and hands-on experience through budgeting, location scouting, props/costumes, and all film production procedures through their projects to create a truly immersive and multi-sensory experience for the viewer. Students will combine their skills and understanding of the Adobe Suite (Premiere Pro; After Effects; Audition) to enhance projects.

Essential Questions

- What are the production roles and how to execute these roles appropriately and effectively?
- What are the skills needed to run a production safely for all members in the crew and/or on set?
- Why is film a valuable medium to society?
- Why is film a multi-sensory experience?
- How do you create a quality script, through the techniques of screenwriting?

Enduring Understandings

- Identify and understand the roles in production to better execute a quality video and media project
- Effectively plan and produce a project with various stakeholders within and without the production.
- Media artists require a range of skills and abilities to creatively solve problems, provide a safe work environment
- Students must be able to use multimedia to effectively communicate ideas and tell stories. This involves not only creating media but presenting it in a coherent and engaging way.
- Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.
- Evaluate a scene from a film, identifying and connect the unique multi-sensory experiences that film has to offer its viewer,
- Compare and contrast scenes with good composition to ones with poor composition and offer input and suggestions for improvement.
- Create a script with the appropriate industry standard structure to produce a video and media production (short

<ul style="list-style-type: none"> How are pre-production processes, such as, storyboarding, shot lists, scouting, and budgeting essential in creating a quality film production?
<ul style="list-style-type: none"> Why are the rules for film composition so important to the art of storytelling through film?
<ul style="list-style-type: none"> How do you schedule and budget a film production?
<ul style="list-style-type: none"> What is production design, its procedures and importance?
<ul style="list-style-type: none"> How to determine the right location through location scouting?
<ul style="list-style-type: none"> Cinematography: How is lighting different in the studio vs. in the field?
<ul style="list-style-type: none"> Cinematography: How do you identify the appropriate camera and lens type needed for a variety of scenes?
<ul style="list-style-type: none"> What is the difference between recording audio in the field vs. on set?
<ul style="list-style-type: none"> How can you advance your project through post-production skills, such as, digital editing and sound effect techniques?

film)
<ul style="list-style-type: none"> Identify and produce the groundwork for a production that runs smoothly, stays within budget, and delivers a quality video and media project
<ul style="list-style-type: none"> Consider and demonstrate various techniques of shot composition to enhance the story visually, make it more impactful, memorable, and emotionally resonant
<ul style="list-style-type: none"> Demonstrate knowledge of camera placement and continuity within a dialogue scene between two characters.
<ul style="list-style-type: none"> Identify and create the backdrop that visually supports the narrative, themes, and characters. Understand the importance of production design to create and manage the environments, settings, and props that help tell the story
<ul style="list-style-type: none"> Consider and execute the right location to reinforce the film's tone, themes, and mood while fitting into the overall logistical requirements of the shoot
<ul style="list-style-type: none"> Differentiate the similarities and differences of lighting setups of studio lighting to field lighting. Examine the use of lighting in a film and provide a rationale for how effectively or ineffectively that filmmaker used lighting to enhance the emotion of the scene. Identify and execute the various light placement terminology: key light, fill light, back light, top and bottom light, etc.
<ul style="list-style-type: none"> Using a single or multi-camera setup, film a character's motion through an environment, with particular attention to screen direction. Perform script analysis to better understand the vision of the project
<ul style="list-style-type: none"> Identify each technique of recording audio, the different purposes, separate and together, to create a quality sound experience to enhance the storytelling Research, design, and capture audio in environments that enhance the vision of a production Create foley tracks, digital sound effects, and voice overs in the studio and add them to a project to enhance the experience and story
<ul style="list-style-type: none"> Post-production skills, such as digital editing and sound effect techniques, are critical in shaping the tone, pacing, and emotional impact of a film

- What are the skills needed to market and distribute a film?

- Marketing and distributing a film is one of the most complex yet crucial parts of the filmmaking process
- Identify and implement the skills, strategies, and steps involved in marketing and distributing a film

Behavioral Objectives

- Differentiate between the responsibilities and functions of each production role through written or oral responses.
- Demonstrate appropriate execution of a chosen production role during a simulated or real group production task.
- Apply best practices for communication and teamwork within a production crew, as observed through peer evaluations and instructor assessment.
- Evaluate their own performance and that of peers in specific production roles, using a rubric or reflection journal.
- Collaborate effectively in a team to complete a media project, showing understanding of each member's role and contributing constructively to the process.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- Identify and list at least three major societal functions of film (e.g., entertainment, education, cultural representation, social commentary).
- Explain in their own words how film can influence public opinion or raise awareness about real-world issues in a short written response or discussion.
- Analyze a selected film clip or trailer and describe the social or cultural message being conveyed, citing specific visual or narrative elements.
- Compare the role of film to another form of media (e.g., news, literature, social media) through a class debate or group project.
- Present visual presentation (e.g., slideshow, video, poster) on how a specific film has impacted a social issue, cultural understanding, or public perception.
- Reflect in a journal entry on a film that influenced their thinking or perspective on a cultural, historical, or ethical issue.
- Evaluate the effectiveness of film as a tool for social change using a rubric-based written essay or peer discussion.

Standards (NJSLs)

1.2.12prof.Cr1
 1.2.12acc.Cr1
 1.2.12adv.Cr1
 1.2.12prof.Cr2
 1.2.12acc.Cr2
 1.2.12adv.Cr2
 1.2.12prof.Cr3
 1.2.12acc.Cr3
 1.2.12adv.Cr3
 1.2.12prof.Pr4
 1.2.12acc.Pr4
 1.2.12adv.Pr4
 1.2.12prof.Pr5
 1.2.12acc.Pr5
 1.2.12adv.Pr5
 1.2.12prof.Pr6
 1.2.12acc.Pr6
 1.2.12adv.Pr6
 1.2.12prof.Re7
 1.2.12acc.Re7
 1.2.12adv.Re7
 1.2.12prof.Re8
 1.2.12acc.Re8
[9.4.2.CI.2](#)
 9.4.5.CI.3:

1.2.12adv.Re8
 1.2.12prof.Re9
 1.2.12acc.Re9
 1.2.12adv.Re9
 1.2.12prof.Cn10
 1.2.12acc.Cn10
 1.2.12adv.Cn10
 1.2.12prof.Cn11
 1.2.12acc.Cn11
 1.2.12adv.Cn11
[9.3.12.AR-AV.1](#)
[9.3.12.AR-AV.3](#)
[MA.K.MD.A.2](#)
[9.3.12.AR-AV.2](#)
[9.3.12.AR-AV.3](#)
[9.3.12.AR-AV.4](#)
 LA.K-12.NJLSA.L.1
 LA.K-12.NJLSA.L.2

- Identify and define key screenwriting techniques and elements (e.g., format, structure, dialogue, scene headings, character development).
- Explain the basic components of a quality script, including the three-act structure, conflict, character arcs, and pacing.
- Analyze excerpts from professional screenplays to identify effective use of screenwriting techniques (e.g., subtext in dialogue, action descriptions).
- Develop a complete script outline that includes a clear beginning, middle, and end, with defined characters and major plot points.
- Apply proper screenplay formatting and structure (e.g., using screenwriting software or templates) to create an original short scene or script.
- Write a short screenplay that demonstrates understanding of character, conflict, and setting, using proper screenwriting conventions.
- Revise a script based on peer or teacher feedback, showing improvement in clarity, structure, and emotional impact.
- Collaborate with peers in small groups to workshop script ideas and provide constructive feedback using a guided peer review form.

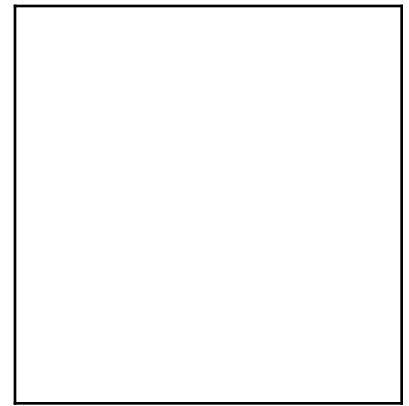
- Identify at least three consequences of poor or missing pre-production planning based on case studies or real-world examples.
- Analyze sample pre-production materials (e.g., storyboards, production schedules) and describe how each contributes to an efficient filming process.
- Create pre-production documents for a short film idea, such as a script outline, shot list, storyboard, or location plan.
- Collaborate in small groups to simulate a pre-production meeting, assigning roles and discussing logistics, responsibilities, and creative decisions.
Evaluate the effectiveness of their own or others' pre-production plans through peer review or teacher feedback using a structured rubric.
- Reflect on the importance of pre-production in their filmmaking journal, citing specific techniques and challenges they encountered

- Explain how different camera angles and movements contribute to the storytelling and emotional impact of a scene through class discussion or a written response.
- Analyze a selected film scene by labeling camera techniques and describing their purpose in a short written or video presentation.
- Demonstrate understanding of composition by capturing a series of photos or short clips using at least three key cinematographic techniques.
- Create a short scene (30–60 seconds) that applies basic cinematography principles to tell a visual story, working individually or in small groups.
- Compare and contrast cinematographic choices in two film clips and explain how each impacts tone and audience perception.
- Reflect on the creative choices made during filming in a brief journal entry, identifying strengths and areas for improvement.
- Evaluate peer cinematography projects using a rubric focused on shot composition, camera movement, lighting, and storytelling clarity.

- Identify and define key elements of sound design (e.g. Foley, ambient sound, sound effects, dialogue, music, ADR)
- Explain the purpose and emotional impact of sound in film by analyzing examples from selected movie scenes
- Differentiate between types of sound (dialogue, SFX, ambient, score) and describe how each contributes to mood, setting, or narrative during scene analysis.
- Analyze a film clip and describe how sound design supports the visual elements and storytelling using specific terminology.
- Demonstrate basic sound design skills by recording or sourcing sound effects, music, and dialogue, and syncing them to a short video clip.
- Create a 30–60 second video or scene with original or edited sound design, showing purposeful use of layering, timing, and mixing to enhance mood or realism.
- Collaborate in a small group to design and execute the sound for a scene, assigning roles such as Foley artist, mixer, or dialogue editor.
- Evaluate their own or peer sound design projects using a structured rubric that assesses clarity, creativity, and effectiveness of sound elements.
- Explain how digital editing and sound techniques contribute to narrative pacing, tone, and emotional impact in a film scene during group discussion or written analysis.
- Demonstrate editing techniques (cutting, trimming, transitions, layering audio) using video editing software to assemble a short video sequence.
- Apply sound effect techniques (e.g., Foley, ambient sound, voice-over, music layering) to enhance a film scene and improve storytelling clarity.
- Analyze a professionally edited film scene and describe how post-production choices support the visual story and viewer experience.
- Create a short video project (30–90 seconds) that showcases the use of digital editing and sound effects to enhance narrative or emotional impact
- Collaborate in teams to edit a shared project, effectively dividing roles (editor, sound designer, color corrector) and meeting production deadlines.
- Evaluate the effectiveness of editing and sound in peer projects using a rubric focused on techniques, creativity, and storytelling.
- Reflect on their post-production process in a written journal or video log, identifying challenges faced, techniques learned, and areas for improvement.

- Identify and define key terms related to film marketing and distribution (e.g., target audience, trailer, social media campaign, distribution platforms, film festivals)
- Explain the role of marketing in film production and how distribution strategies affect a film's reach and success
- Research and analyze a real-world film marketing campaign (e.g., trailers, posters, online presence) and describe the techniques used to reach specific audiences.
- Create a basic marketing plan for a student film, including elements such as a logline, target audience, poster concept, teaser trailer, and social media strategy.
- Develop a distribution plan by selecting appropriate platforms (e.g., YouTube, film festivals, streaming services)

- Design promotional materials (e.g., posters, social media posts, mock press releases) that align with their film's genre and audience.
- Collaborate in teams to pitch their film and marketing/distribution strategy in a mock presentation, demonstrating persuasive communication and creative thinking.
- Evaluate peer marketing campaigns using a rubric focused on audience appeal, creativity, and clarity of messaging.
- Reflect on what skills are needed to market and distribute a film successfully and how these skills could be applied to real-world creative industries.



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
- Pre-production materials, templates and programs
- Journals and reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
 Real life advanced video & media production assessments and projects
 Teacher guided instruction
 Lecture
 Examples/Visual Example
 Question and Answer
 Class review
 Student work (independent and collaborative)
 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 build 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. Students will be tested on and must use the correct terminology when referring to production roles, processes, and projects
2. Students will create a digital short and critique each other's work with specific regard to shot composition, story continuity, thoughtful reflection, pre-production, production, and post production techniques.
3. Students will create a digital short in which they film a character's motion through an environment.
4. Students will research, write and design a screenplay for a final short film, documentary, news broadcast.
5. Students will film a dialogue scene where they will apply advanced digital video techniques. These scenes will be shown to the class and critiqued together.
6. Students will be tested on and must use the correct terminology when referring to lighting setups in the studio and in the field.
7. Students will watch a series of digital shorts in small groups and as a whole class and analyze the effect lighting has on the emotion of the scene.
8. Students will work in small groups to safely set up the lighting equipment in the studio and in the field and

position them according to the director's and cinematographer's vision.

9. Students will need to use the correct program to edit audio.

10. Students will use the built-in microphones in the cameras as well as external microphones to which will then be edited in Adobe Audition, Premiere Pro

11. Students will choose to demonstrate the correct exporting options for the given medium.

12. Students will research copyright laws, rules and regulations, and will produce a written report on their findings.

13. Students will analyze scenes from popular movies and, in small groups, consider how film can be so much more than just a visual medium.

14. **Students will effectively show the use of all production *techniques, respectively, to each stage of production to produce a final film. *(scriptwriting, storyboarding, shot list, scouting, budgeting, lighting, audio, editing, marketing, and distribution, etc.)**

Summative Assessments

Completed projects including pre-production, production, and post-production

Performance Assessments

Completion of content-specific projects

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Unit 3: Field/Studio Broadcast Production

Unit Summary

Students will focus on Studio Production, Field Production, and Sports Broadcasting, with an emphasis on producing content that impacts our schools and community. They will complete ENG (Electronic News Gathering) and Digital productions, demonstrating the ability to develop story ideas and lead a crew professionally in the field. In addition, students will create in-studio segments including Highlight reels, applying the learned technical and professional skills while using control room equipment effectively.

Essential Questions

- How does location, content, and time affect presenting choices for a Media Broadcast?
- How do the building blocks of writing and delivery impact play by play, talk shows, directing and reporting in Sports Broadcasting?

Enduring Understandings

- Evaluate the factors including viewership, setting and delivery that go into the planning of various Broadcasts.
- Producing quality visual content involves significant preparation and research.
- Combining script writing with on-air delivery skills is critical in Sports Broadcast productions.
- Performing Highlight editing, shot sheet writing and reads are integral in a Sports segment.
- In Sports media it is important to integrate different perspectives and identify patterns to create original content.

<ul style="list-style-type: none"> How do you assemble a show rundown to maximize impact, flow and clarity? 	<ul style="list-style-type: none"> Producing industry standard show rundowns is critical to both the audience and production team members. Preparing Teases, Story Scripts with video and graphics, Outbumps, Interviews, Features and more on a deadline is essential. Applying a variety of scripting and directing techniques to a story enhances the visual experience and leaves a larger creative impact on an audience
<ul style="list-style-type: none"> How are creative and innovative ideas continually developed throughout the Stages of Broadcast Production? 	<ul style="list-style-type: none"> Summarizing and evaluating broadcasts in all phases of production from planning to viewership ratings provides the opportunity to revise future media work. Analyze, understand & display the impact/role & responsibilities of a producer, director and on-air talent within visual video content creation.
<ul style="list-style-type: none"> In what ways does field production demand a different legal approach than studio production? 	<ul style="list-style-type: none"> Broadcast regulations, copyright laws and ethics must be considered when broadcasting live from the field and from the studio. Describe how location and crowd impact broadcast regulations for on-air subjects in the field.
<ul style="list-style-type: none"> How does Broadcast Production increase understanding of our lives and communities? 	<ul style="list-style-type: none"> Broadcasting sports, entertainment and news impacts and informs viewers in our communities.

Behavioral Objectives

- Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
- Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

- Examine, understand & display the impact of camera angles within video content creation.
- Synthesize ideas with content, processes, and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
- Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

Standards (NJSL)

1.2.12adv.Cr 1
1.2.12adv.Cr 2
9.3.12.AR-AV.1
[9.4.2.CI.2](#)
9.4.5.CI.3:
LA.9-10.CCSS.
ELA-Literacy.
WHST 9-10.2a

1.2.12adv.Cr3
1.2.12acc.Pr4
9.3.12.AR-AV.1
MA.K.MD.A.2

<ul style="list-style-type: none"> ● Synthesize various arts, media arts forms and academic content into unified media arts. ● Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks. 	<p>1.2.12adv.Pr4 1.2.12adv.Pr5 9.3.12.AR-AV.1 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2</p>
<ul style="list-style-type: none"> ● Analyze, understand & display the impact/role & responsibilities of a producer, director and on-air talent within visual video content creation ● Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks. ● Curate, design, and promote the presentation and distribution of media artworks through a variety of contexts. 	<p>1.2.12adv.Pr4 1.2.12adv.Pr5 1.2.12adv.Pr6 9.3.12.AR-AV.1</p>
<ul style="list-style-type: none"> ● Identify, script and produce studio and field shoots. ● Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. ● Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience. ● Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors. ● Identify respectful and responsible ways to communicate in digital environments. 	<p>1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12adv.Re7,8,9 1.2.12adv.Cn10,11 9.3.12.AR-AV.1</p>
<ul style="list-style-type: none"> ● Report on sports, entertainment and news that impacts your viewers. ● Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. ● Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences. 	<p>1.2.12adv.Cn10 1.2.12adv.Cn11 9.4.2.DC.6</p>

Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Technology, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication.

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write scripts and prepare Rundowns
- Sports highlight Shot Sheets, Leads, Recaps, Graphics and Outbumps
- Self and Peer Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Industry standard video & media production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaborative)
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 build 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. Technical Techniques/Elements needed within Media pre-production, production & post-production.
2. Produced Rundowns of Segments and Full Studio shows
3. Cinematographer - video creation production
4. Sports Play by Play and Entertainment Broadcasts and Segments
5. Presentations of Field Produced Electronic News Gathering packages and Features

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

Summative Assessments

Exit Tickets, Performance Checklists, Cumulative Project with Rubric

Performance Assessments

Completed projects including all phases of production

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Unit 4: Portfolio, Certification and Awards

Unit Summary

The students will finalize their Professional Portfolios and Certifications. This will provide students with a curated collection of work as they advance their career into the field or secondary education. The students will also compete in regional competitions such as the Mid Atlantic Emmy Awards, the CCC Teen Arts Festival & building/district-based projects.

Essential Questions

- How is a Showcase of collected work developed and designed to impact a variety of audiences?

Enduring Understandings

- Preparing an industry standard video portfolio should not only demonstrate the current abilities, but also the creative process potential and skills for future media projects.

<ul style="list-style-type: none"> Why is it important to produce a versatile portfolio? 	<ul style="list-style-type: none"> Producing a video portfolio that markets various styles is vital for clients and colleges. Organizing a clean, professional portfolio is imperative.
<ul style="list-style-type: none"> Why do various venues exist for presenting, sharing, or distributing media artworks? 	<ul style="list-style-type: none"> Demonstrate awareness of brand redesign as a persuasive marketing strategy. Synthesize data from various resources to present an analysis of a particular brand redesign in history.
<ul style="list-style-type: none"> When and how should we evaluate and critique media artworks to improve them? 	<ul style="list-style-type: none"> Each student will understand the roles of a producer while working with a client, discussing, planning, and designing a project
<ul style="list-style-type: none"> How is a personal preference different from an evaluation? 	<ul style="list-style-type: none"> Understand the power of a video production and all content that is created, through research, reflection, and design. Gain valuable feedback by screening the content for an audience.
<ul style="list-style-type: none"> What are the best industry steps and techniques to convey complex ideas with limited time and dialogue? 	<ul style="list-style-type: none"> Demonstrate the knowledge and ability to create a project plan and schedule by interviewing a client.
<ul style="list-style-type: none"> What are the best professional steps and techniques for visual storytelling instead of relying on dialogue? 	<ul style="list-style-type: none"> Understand the importance and use of compiling selected content into a portfolio for a selected audience.
<ul style="list-style-type: none"> What are the best professional steps for a director to guide the vision and performance to tell a cohesive story? What industry standards are needed to edit and influence the pacing and emotional impact of a film? 	<ul style="list-style-type: none"> A variety of careers exist in multimedia production, each with its own set of skills and preparation pathways. Students will be assigned a career/position to demonstrate an understanding of production careers.

Behavioral Objectives
<ul style="list-style-type: none"> Determine the audience, purpose, and goal, and use these as constraints when planning a video project. Evaluate their own performance and that of peers in specific production roles, using a rubric or reflection journal. Communicate and receive valuable feedback that assesses your skills and message effectiveness. Redesign as needed according to the feedback.

Standards (NJSL)
1.2.12adv.Re8 1.2.12prof.Re9 1.2.12acc.Re9 1.2.12adv.Re9 1.2.12prof.Cn10 1.2.12acc.Cn10 1.2.12adv.Cn10 1.2.12prof.Cn11 1.2.12acc.Cn11 1.2.12adv.Cn11

	<p>9.4.2.CI.2 9.3.12.AR-AV.1 9.3.12.AR-AV.3 MA.K.MD.A.2 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 LA.K-12.NJSLSA.L.1 LA.K-12.NJSLSA.L.2</p>
<ul style="list-style-type: none"> • Compare the various jobs in film production and showcase the skills of each one. Become aware of the ones that suit your skillset. • Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions. • Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience. • Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes as well as considering complex goals and factors. • Digital artifacts can be owned by individuals or organizations. 	<p>1.2.12adv.Cr1,2,3 1.2.12adv.Pr4,5,6 1.2.12 adv.Re7,8,9 1.2.12adv.Cn10,11 9.4.2.DC.1</p>
<ul style="list-style-type: none"> • Create a project plan, milestones, and roles within a team when creating content as a group. Collaborate to develop a script with clear characters, conflict, and resolution. Manage their time and schedule to complete all scenes within deadlines. Add appropriate music, sound effects, and transitions to enhance storytelling. • Practice lifelong career skills and be adaptable to an ever-changing medium. 	<p>1.2.12acc.Re7 1.2.12adv.Re7 1.2.12acc.Re8 1.2.12adv.Re8 1.2.12acc.Re9 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4</p>
<ul style="list-style-type: none"> • Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes, and values. • Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences. • Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem 	<p>1.2.12adv.Cr3 1.2.12acc.Pr4 9.3.12.AR-AV.1 9.4.12.TL.4 MA.K.MD.A.2</p>

Interdisciplinary Connections

English, Technology, Theater Arts, Music

21st Century Skills

Technology, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication.

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 the pre-production phase.
- Storyboards, Production assignments, and schedules.
- Entrant Proposal Letters
- Self and Peer Reflections

Activities, Instructional Strategies, and Assignments

Project-based and self-exploration activities
 Real-life advanced video & media production assessments and projects
 Teacher-guided instruction
 Lecture
 Examples/Visual Example
 Question and Answer
 Class review
 Student work (independent and collaborative)
 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 before readings
- Use mental models to build understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audiovisual 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 graphics to assist visual learners in supporting 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 before the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide a choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of the assessment

- Allow for partial credit when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when the 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 the student monitor the 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. Determine the audience, purpose, and goal, and use these as constraints when planning a video project.
2. Construct the various jobs in film production and showcase the skills of the ones that suit your skillset.
3. Revise a video of the highlights of a school event that creates excitement for the viewer.
4. Revise a public service announcement that raises public awareness of a topic.
5. Maximize the use of marketing strategies to develop a plan for an advertisement of a particular brand.
6. Communicate with a client to create content that conveys their message and fits the set constraints given to them.
7. Create a project plan, milestones, and roles within a team when creating content as a group.
11. Communicate and receive valuable feedback that assesses your skills and message effectiveness. Redesign as needed according to the feedback.
12. Produce lifelong career skills and be adaptable to an ever-changing medium, such as video

Do-nows and checkpoint quizzes will be given during and after these topics

Summative Assessments

Exit Tickets, Performance Checklists, Cumulative Projects with Rubric

Performance Assessments

Completion of an Industry standard Portfolio. Completion of Edit Certification. Completion of Award entries.

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