Wall Township Public Schools	Board Approval Date:

Course Title: Advanced Television Production

Course Description: This course builds on the skills developed in Introduction to TV and Intermediate TV. Students will take on key roles in producing content for the school's daily morning announcement show. Through both studio and on-location production experiences, they will sharpen their technical abilities and storytelling techniques. Emphasis will be placed on research, interviewing, and collaborative production. Students will also contribute to special-request programming that serves the school, their peers, and the broader community.

New Jersey Student Learning Standards

- 9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
- 9.4.12.C.(2).2 Demonstrate writing processes used for broadcast media
- 9.4.12.C.(2).7 Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.
- 9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.
- 9.4.12C.9 Develop and deliver formal and informal presentations using appropriate media to engage and

inform audiences.

- 9.4.12C.16 Employ critical thinking and interpersonal skills to resolve conflicts.
- 9.4.12C.15 Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).
- 9.4.12C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1: Control Room & Studio Set Up	Full Year
Unit 2: Show Jobs & Performance	Full Year
Unit 3: Content Development	Full Year
Unit 4: Senior Night Compilation	Full Year

Unit 1

Desired Results

Unit 1 Title: Control Room & Studio Set Up

Unit Summary: Students will explore the foundational components of a live studio control room. They will learn how to operate key equipment, manage media assets, and troubleshoot common technical issues to support a smooth live broadcast.

Learning Standards

NJSLS:

- 9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12C.15 Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

Interdisciplinary Connections:

Visual & Performing Arts:

- 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
- Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.

ELA:

- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Learning Targets

Unit Essential Questions:

- What systems must work together for a successful live studio broadcast?
- How can we anticipate and resolve technical issues in a live production environment?
- Why is it important to manage digital assets and streaming platforms efficiently?

Unit Enduring Understandings:

- A successful live show requires both creative content and strong technical execution.
- Understanding your equipment and workflow helps prevent and solve production issues.
- Proper preparation and organization are key to a professional broadcast.

Vocabulary: control room, studio, switcher, audio signals, playback, live stream, stream key, teleprompter, switch board

Students will be able to:

- Identify and connect studio cameras to the TriCaster system.
- Diagnose and resolve basic camera and audio signal issues.
- Upload media from Google Drive and organize files within the TriCaster.
- Download and assign content to DDR1 and DDR2 for playback.
- Troubleshoot common issues related to camera inputs, audio, and streaming software during live production.
- Create and manage a YouTube Live stream, including stream key setup and test runs.
- Follow a checklist for daily control room and studio setup.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

9.4.12C.15 Employ critical thinking skills independently and in teams to solve problems and make decisions, (e.g., analyze, synthesize, and evaluate).

- Troubleshooting Scenarios - *Students are given a "problem card" (e.g., camera not showing in TriCaster, no audio from mic) and must explain or demonstrate how to resolve the issue.*

- Morning Show Execution- *Students participate in a full, live morning show broadcast, where their individual control room roles (camera operator, audio engineer, technical director, etc.) are assessed for reliability, collaboration, and technical success.*

- Daily Checklists
- Station Work - students will rotate between stations to review equipment and responsibilities
- Tasks Cards
- "Cheat Sheet" - students will be provided with fill in the blank notes, on the technical set up of the morning show, which can be used as a resource on any quizzes or performances.

Assessment Evidence

Formative Assessments:

- Control Room Daily Checklist
- Troubleshooting Scenarios - *Students are given a "problem card" (e.g., camera not showing in TriCaster, no audio from mic) and must explain or demonstrate how to resolve the issue.*
- Walkthrough Observation - *observe students performing setup tasks and provide immediate feedback using a skills-based rubric.*

- Peer Teaching - *Students work in pairs to teach each other how to complete specific setup steps (e.g., uploading to DDR, starting a YouTube stream), then switch roles.*

Summative Assessments:

MP1:

- TriCaster Navigation Quiz- *TriCaster interface, terminology (DDR, Input, Output), and media management steps.*

Full Year:

- Morning Show Execution- *Students participate in a full, live morning show broadcast, where their individual control room roles (camera operator, audio engineer, technical director, etc.) are assessed for reliability, collaboration, and technical success.*

Common Benchmark Assessments:

- Troubleshooting Scenarios
- Tricaster Quiz
- Morning Show Practice

Alternative Assessments:

- Technical Skills Presentation-*Students submit a short reflection and visual presentation explaining the set up of the control room and studio.*

Core Instructional & Supplemental Materials

Edpuzzle Tutorials (created by teacher)- students will be provided with quick tutorial videos on how to set up and break down each piece of equipment
Review Worksheets & Diagrams - based on studio & control room equipment

Cameras, Tripods, Lighting Kit, Lav Microphones, Tricaster, Audio Board, Teleprompter, Headsets, Youtube LIVE, Google Shared Drive, Google Docs, Google Classroom, White board

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts -Follow a routine/schedule - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Show Jobs & Performance

Unit Summary:

Students will rotate through and perform all key roles involved in producing a successful live broadcast. Through hands-on experience, they will develop a deeper understanding of each position and gradually discover where their individual strengths and interests lie. Pre-production responsibilities will be assigned and rotated each marking period to ensure every student has equal exposure to different aspects of the production process. Periodic assessments will evaluate their preparation, collaboration, and execution. This unit also introduces students to real-world careers in the television and video production industry.

Learning Standards

NJSLS:

- 9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.C.(2).7 Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.
- 9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.
- 9.4.12C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

- 9.4.12C.16 Employ critical thinking and interpersonal skills to resolve conflicts.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Computer Science & Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.g *(CS & DT)*:
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

Visual Arts:

1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.

1.2.12adv.Pr4a: Synthesize various arts, media arts forms and academic content into unified media arts.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the key roles needed to run a live broadcast, and how do they work together?	• Successful live broadcasts require collaboration and clearly defined roles.

• How does pre-production planning impact the success of a live show? • What challenges arise during live broadcasts, and how can they be addressed in real time? • In what ways does rotating through different jobs build a stronger production team? • How can understanding broadcast roles help inform future career choices in TV and media? • What skills are most important in each position (e.g., director, camera operator, audio engineer), and how do those skills overlap?	• Each production role, whether technical or creative, contributes to the overall quality of the show. • Pre-production planning is crucial for a smooth and professional broadcast. • Rotating through roles builds transferable skills and helps identify individual interests and career paths in media production. • Responsibility, preparation, and adaptability are key traits in live production environments.
Vocabulary: Director, Producer, Technical Director, Script Writer, Camera Operator, Anchor, Stage Manager, Audio Engineer, Director Cues, Stage Manager Cues, Slates, On-Air	
Students will be able to: • Identify and describe the primary roles involved in a live broadcast production (e.g., director, technical director, audio engineer, camera operator, floor manager, teleprompter operator, talent). • Demonstrate proficiency in operating studio equipment, including the Tricaster, audio board, teleprompter, and studio cameras. • Collaborate effectively with team members to plan and execute a live morning show. • Rotate through and perform multiple broadcast roles to develop a well-rounded understanding of live production workflows. • Analyze the strengths and challenges of each position through self-reflection and peer feedback.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* **9.4.12.C.(2).7 Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing**	

key functions in the field.

Pre Production Jobs- Students are required to fulfill pre-production jobs before the recorded show (script writing, choose content, assign jobs, create slates)

Show Performance - students will need to generate a show under 4 minutes long using the announcements that have been submitted by the school staff.

- Offer Job Choice
- Use Interest Surveys (based on job preference)
- Learning Stations/Task Cards
- Varied pacing
- Rubric for Performance

Assessment Evidence

Formative Assessments:

- Daily Performance Logs (Pre-production)
- Role Recap Worksheets
- Practice Run & Role Rehearsals
- Pre-production Checklist

Summative Assessments:

- Pre-Production Jobs (Based on Completion)
- Show Performance

Common Benchmark Assessments:

- Daily Performance Logs
- Pre-Production Jobs
- Show Performance

Alternative Assessments:

- Studio Job Essay- *Students will research a production role, comparing its classroom responsibilities to real-world industry expectations and career pathways.*

Core Instructional & Supplemental Materials

Google Classroom, Shared Drive, Google Docs, Teleprompter, TriCaster Switcher , Cameras, Tripods, Anchor Desk, Lav Microphones, Audio Board, Headsets

Edpuzzle (Resource)
Kahoot (Resource)

Daily Check Ins (Worksheets)
Performance Rubrics (Worksheets)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Additional time - Review of directions - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Pairing students with beginning English language skills with students who have more advanced English language skills - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Learning Contracts -Think-Pair-Share by Readiness- Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Content Development

Unit Summary: Students will focus on producing a successful morning show by developing original content for both the broadcast and the program's social media platforms. Each student will be responsible for generating multiple pieces of content per marking period that reflect and enhance school culture and community engagement. Inspiration will be

drawn from current events within the school, student interests, and trending topics across various media platforms. This unit encourages creativity, collaboration, and relevance, while reinforcing the importance of connecting with an audience through timely and engaging storytelling.

Learning Standards

NJSLS:

- 9.4.12C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
- 9.4.12C.16 Employ critical thinking and interpersonal skills to resolve conflicts.
- 9.4.12C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
- 9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
- 9.4.12.C.(2).2 Demonstrate writing processes used for broadcast media
- 9.4.12.C.(2).7 Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science & Design Thinking (*CS & DT***):**

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.g *(CS & DT)*:
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

ELA:

- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Visual Arts:

- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

Learning Targets

Unit Essential Questions:

What makes content meaningful, relevant, and engaging for a school community?

How does content creation influence school culture and community connection?

What role does visual storytelling play in audience engagement?

Unit Enduring Understandings:

- Creating content with purpose can positively influence school culture and strengthen community.
- Effective content balances creativity, clarity, and audience relevance.
- Storytelling is a powerful tool to inform, entertain, and inspire action.

Vocabulary: Cold Opens, Packages, Man On The Street, Skits, Commercials/Promos, Target Audience, Trends

Students will be able to:

- Brainstorm and pitch original content ideas for a school-based morning show and related social media.
- Analyze current trends and school culture to develop relevant, engaging content.
- Plan, film, and edit content pieces (e.g., promos, segments, skits, announcements).

- Apply storytelling techniques to create content that informs or entertains a school-wide audience.
- Design content suitable for various platforms.
- Collaborate with peers to produce segments that align with the tone and purpose of the morning show.
- Reflect on audience engagement and revise content based on feedback.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

Brainstorming Activity - mind maps and group ideas swaps
Trend Watch Assignment - Students identify a trend (e.g., meme format, TikTok style) and propose how it could be adapted to fit school-friendly content.
Content Creation Days- Students work individually or in teams to produce morning show segments (cold opens and packages). Assigned Content throughout the school year: PSA for climate change, LGBTQ club and special events, Autism Awareness, "Rock Your Socks", Unified Sports, 7 Mindsets

- Peer/Group/Teacher Feedback
- Guided Prompts for Content Ideas
- Solo/ Group Work
- Choice Board & Assigned Content Ideas

Assessment Evidence

Formative Assessments:

- Content Pitch Session- *Students present short pitches for their proposed segment ideas and receive peer/teacher feedback.*
- What's Trending?- *Weekly reflection identifying current trends and how they could be adapted for school content.*

- Peer Review Checklists - *Used to give feedback on rough cuts or draft social media posts.*
- Exit Tickets- Daily/weekly responses on what students created, learned, or want to improve.

Summative Assessments:

- Shared Footage (for Unit 4): A curated selection of at least 2–3 original content pieces produced during the marking period (morning show segments, promos, or social media videos).
- Morning Show Content- Students plan and produce multiple high-quality segments that will air on the school's morning show, graded using a rubric focused on creativity, technical quality, audience relevance, and collaboration.

Common Benchmark Assessments:

Content Pitch Sessions

Morning Show Content

Alternative Assessments:

Social Media Campaign: A team project where students design a short social media content plan to promote a school event or initiative.

Core Instructional & Supplemental Materials

SD Cards, Camera, Tripods, Monopods, Wireless Microphones, Final Cut Pro X, Google Shared Drive, Google Classroom

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to

the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Review of directions - Follow a routine/schedule - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Extended Time - Simplified/Verbal Instructions- Visual learning, including graphic organizers- Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Senior Night Compilation

Unit Summary: Students will contribute to the creation of a memorable Senior Night video by compiling and editing footage that celebrates the graduating class. Each student will be assigned a specific theme or topic to focus on, using a combination of provided footage and original content they capture themselves. During the fourth marking period, students will plan, storyboard, and edit their assigned segment, selecting music, visuals, and a narrative style that aligns with the overall tone of the final video. This project allows students to apply their technical and creative skills to produce a heartfelt tribute for their peers and school community.

Learning Standards

NJSLS:

- 9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
- 9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Interdisciplinary Connections:

Visual Arts:

- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

Learning Targets

Unit Essential Questions:

- How can we use video to tell meaningful stories about people and shared experiences?
- What makes a tribute or compilation video emotionally effective and memorable?
- How can we work as a team to create a unified final product while contributing individual pieces?

Unit Enduring Understandings:

- Video is a powerful storytelling tool that can preserve memories and celebrate shared experiences.
- Creative and technical choices, such as music, pacing, and transitions, influence how audiences experience and connect with a video.
- Collaboration and individual responsibility are both important when working on a shared, large-scale media project.

Vocabulary: montage, compilation video, b-roll, tone

Students will be able to:

- Identify and select relevant footage (provided or self-recorded) that aligns with a specific theme or topic for the Senior Night video.
- Plan and organize a video segment by developing a storyboard or outline that reflects the emotional tone and purpose of the compilation.
- Edit a video sequence using transitions, text overlays, music, and B-roll to enhance storytelling and create emotional impact.
- Collaborate with classmates to ensure a cohesive final product that reflects the overall vision of the Senior Night video.
- Meet project deadlines for planning, rough cuts, peer feedback, and final submission as part of a real-world production timeline.

- Export and submit a high-quality video file suitable for inclusion in a shared compilation project.

Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.

Senior Night Video- each student will be required to edit a 1-2 minute video on a specific topic related to the graduating class.

- Choice Board - content selection
- Peer/Group/Teacher Feedback
- Guided Prompts for Content Ideas
- Solo/ Group Work

Assessment Evidence

Formative Assessments:

Rough Cut Screening (Peer to Peer and Teacher Review)

Footage Log & Shot List

Exit Ticket- Creative Reflection

Summative Assessments:

Final Edited Segment (Video Submission)

Common Benchmark Assessments:

Rough Cut

Final Video

Alternative Assessments:

"The Power Of The Screen" - Essay & Visual Presentation. 1) *A three page analytical essay exploring how television and mainstream media have influenced public opinion, culture, behavior, or identity over time. 2) Create a 5–7 minute video slideshow presentation summarizing your essay's main ideas in a creative, engaging way.*

Core Instructional & Supplemental Materials

SD Cards, Cameras, Wireless Microphones, Tripods, Monopods, Final Cut Pro X, Google Shared Drive, LaCie Harddrive, Google Slides, Google Docs, Google Classroom, Canva, Google Forms

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Additional time - Review of directions- Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Checklists - Immediate feedback

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