Wall Township Public Schools	Board Approval Date:

Course Title: Introduction to Television Production

Course Description:
This hands-on course introduces students to the exciting world of television production by exploring the creative, technical, and collaborative elements behind video storytelling. Throughout the course, students will gain foundational knowledge and practical skills in camera operations, video editing, scriptwriting, and audio design. They will work both individually and in teams to plan, film, and edit a variety of media projects, including public service announcements, commercials, mockumentaries, and movie trailers.

New Jersey Student Learning Standards

- **NJSLS Standards:**
- 9-12.9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.21 Operate internet applications to perform tasks.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Camera Operations	10
Unit 2: Introduction to Post-Production (Editing)	8
Unit 3: Introduction to Pre-Production	10
Unit 4: Microphone & Editing Audio	10
Unit 5: Storytelling & Public Service Announcements	10
Unit 6: Commercials	10
Unit 7: Editing Special Effects	10
Unit 8: Studio Jobs & Responsibilities	10
Unit 9: Interviews & Mockumentary	10
Unit 10: Movie Trailer	10

Unit 1

Desired Results

Unit 1 Title: Camera Operations

Unit Summary: Implement various techniques with the camera as determined by the style of production. Students will learn different composition and calibration techniques. Students will continue to advance their techniques throughout the school year by engaging in technical projects as they begin to adapt to news productions as the year progresses.

Learning Standards

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- 9-12.9.4.12.C.21 Operate internet applications to perform tasks.

Interdisciplinary Connections

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

Creativity and Innovation 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- Innovative ideas or innovation can lead to 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).

Technology Literacy 9.4

- 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 (*CS & DT*):

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.
- ELA-Literacy.L.9-12.1, CCRA.L.1 Demonstrate command of grammar and usage when speaking or writing.
- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• Why is viewing life through the camera different from viewing life with your own eyes?	• The viewfinder enables the user to understand how the camera operates.

• Why will the camera be used differently in various productions? • How can white balance influence your production? • Why should you vary your shot composition in order to create emotion and tell an interesting story?	• A properly calibrated camera ensures a quality picture. • Framing has certain rules, which aid in the shooting and editing process. • White balancing a camera needs to occur because the lighting is different in every location.
Vocabulary: Iris, F/Stop, White Balance, Viewfinder, Shutter Speed, Gain, Zoom Range/Ratio, ND Filter, Lens, CCD, Locked Off On Sticks, Handheld, Head Room, Lead Room, Nose Room, Rule of Thirds, Pan, Tilt, Dolly, Zoom, Tracking, Truck, Pedestal, Close Up, Extreme Close Up, Medium Close Up, Medium Shot, Long Shot, Establishing Shot, Knee Shot, Over the Shoulder, Bust Shot, Two Shot, Three Shot, High Angle Shot, Low Angle Shot, Point of View, Cross Shot.	
Students will be able to: • Diagram the camera and explain its parts. • Interpret information found in the viewfinder and apply it to make adjustments to the camera. • Demonstrate how to use camera calibration tools. • Apply the basic rules of framing when using the camera. • Demonstrate proper shot composition. • Adapt the camera to a variety of lighting situations. • Plan a production utilizing storyboards to model shot composition.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*	

9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

"Single Take Project" - Students work in small groups to produce a single continuous shot that visually represents someone's journey, struggle, or moment of realization connected to a DEI theme. This could be metaphorical or literal (e.g., someone excluded from a group, a hallway walk with symbolic posters, or picking up discarded signs/messages). No dialogue is needed; the focus is on visual storytelling and camera movement.

Assessment Evidence

Formative Assessments:

- Camera calibration vocabulary worksheet
- Camera shots, moves, and angles vocabulary sheets
- Storyboard - One Single Shot Project
- Peer Review - Single Take Project
- "Pulse Check" with Kahoot Review (*Camera Operations & Angles)*
- Student Observation - *Overlooking editing libraries to confirm one shot*

Summative Assessments:

- Camera Calibration and shots quiz - including hands-on assessment where students must calibrate the camera
- One Single Shot Project- Students will complete a one minute continuous video of varying shot types and angles - no editing needed.

Common Benchmark Assessments:

- Camera Calibration and shots quiz
- One Single Shot Composition Project

Alternative Assessments:-Student diagram of camera parts and their functions

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system

How to survive a TV production class

Camcorder Setting Tips

Camera Shots, Moves, & Angles

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - 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.

- 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: Introduction to Post Production (Editing)

Unit Summary: In this unit, students will learn the foundational skills of video editing and the importance of proper sequencing in telling a clear and engaging story. Using editing software, students will explore how to organize raw footage, trim clips, and arrange scenes to maintain continuity and flow. They will be introduced to basic editing tools such as the blade tool, selection tool, and timeline navigation, while learning how to add transitions, titles, and music for polish.

Learning Standards

NJSLS:

- ITEC.9-12.9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- ITEC.9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- ITEC.9-12.9.4.12.C.21 Operate internet applications to perform tasks.

Interdisciplinary Connections

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

Creativity and Innovation 9.4

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Technology Literacy 9.4

- 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 *(CS & DT)*:

- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

LANGUAGE

- ELA-Literacy.L.9-10.2c (11-12.2b) Spell correctly.

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- ELA-Literacy.L.9-12.2, CCRA.L.2 Demonstrate command of capitalization, punctuation and spelling.

WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• Editing is where a story is shaped and refined for the audience. • Proper sequencing and pacing are essential for audience engagement. • Editing choices impact the emotional tone, clarity, and continuity of a visual story. • Technology and software tools enable editors to organize, enhance, and deliver content professionally.	• How does video editing influence the way a story is told? • What role does sequencing play in clarity and viewer understanding? • How do editors use tools to create smooth, engaging visual content? • How can transitions, titles, and sound enhance the message or mood?

Vocabulary: Cut, Timeline,Library, Event, Project , Blade Tool, Selection Tool, Trim. Transition. Jump Cut. Continuity, Sequence, Audio Levels, Title, Export/Render

Students will be able to:

- Identify and use basic editing tools within video editing software.
- Trim and arrange clips to maintain continuity and flow.
- Apply transitions and titles to enhance a sequence.
- Add background music or audio to reinforce mood and pacing.
- Export a video sequence that follows a logical and engaging structure.

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

9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

- Use pre-recorded footage for students who struggle with filming
- Allow students to choose from multiple edit prompts
- Provide visual guides or cheat sheets for software tools
- Offer one-on-one or peer editing sessions for scaffolding
- For advanced learners, allow experimentation with L-cuts, J-cuts, and more complex audio editing

"Sequencing Project" Students work in groups to apply accurate and creative editing to prevent continuity errors. If it applies, groups will choose a DEI-inspired story prompt and use editing techniques to show a clear progression of time, space, and action. The editing must enhance understanding of the scene's emotional tone or social context

Assessment Evidence

Formative Assessments:

- Editing Worksheet - *In small groups research and define terms in editing vocabulary worksheet*
- Classroom Discussion - "*What was the biggest challenge you faced during editing?*"
- Warm Ups - *Identify the Tools in Final Cut*
- Exit Ticket - "*What would you do differently in your next project?*"
- Observations- *Students ability to use the software Final Cut Pro X*

Summative Assessments:

- Editing Quiz *(Shortcut Tools & Essentials in Editing)*
- Edit Sequencing Project

Common Benchmark Assessments:

- Editing quiz
- Editing sequencing project

Alternative Assessments:

- Editing Presentation Slide Show - *Students choose a scene from a movie or TV show and break down how the editing enhances the story.*
- Editing Style Mood Board - *Students create a visual mood board showing editing aesthetics based on famous Directors in movies and tv series (Stranger Things, Wes Anderson, etc.)*

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro X

Final Cut Pro tutorials.

Song from the Broadway show "Dear Evan Hansen" which takes clips of 1000 people singing and edits it into one blended song.Dear Evan Hanson group song

What is Post-Production? (Studio Binder - Resource)

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:

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Unit 3

Desired Results

Unit 3 Title: Introduction to Pre-Production

Unit Summary: Students will learn how to plan and organize visual stories by developing scripts and storyboards before filming. The unit emphasizes the importance of pre-production and how a well-thought-out script and storyboard can guide the filming and editing process, saving time and improving quality.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.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.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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- 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).

Technology Literacy 9.4

- 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 *(CS & DT)*:

- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
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Interdisciplinary Connections: Creativity and Innovation 9.4:

LANGUAGE

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WRITING

- ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.

Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Unit Essential Questions:

- How do personal experiences or your perception of the world influence your script?
- What is the most important element of a script?
- How does planning through scriptwriting and storyboarding strengthen the storytelling process in video production?

Unit Enduring Understandings:

- Scripts assist in preparing and creating the elements of a story.
- There are ten basic plot patterns but there can be many variations of those patterns.
- Effectively planning pre-production helps to ensure and create a better quality project.

Vocabulary: Scene Headings, Action, Slugline, Parenthetical, Character, Dialogue, Formatting, Pacing, Visual Storytelling, Pre-Production Process

Students will be able to:

- Apply proper writing format in the creation of a script.
- Effectively plan the timing of a production utilizing the one page equals one-minute formula.
- Evaluate a written script and create appropriate revisions to the video and audio.
- Construct and demonstrate the structure of a story
- Develop a visual sequence through storyboarding
- Plan for camera angles, shot types, and movement

- Match visual and audio elements to support storytelling
- Collaborate and revise based on peer feedback

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

ELA-Literacy.W.9-12.2a Organize complex information. Include formatting like headlines and infographics when useful.

Students will work in groups and perform research on a topic for their script, this can include historical or topical research.

Assessment Evidence

Formative Assessments:

- Class Discussion- *students will read a portion of a script and discuss their vision of the written script.*
- Plot Pattern Discussion- *Class will watch a clip of the film and discuss in small groups the plot patterns that are present.*
- Transfer Script- *Review a film short and will be given half a page of the script. They will continue to transcribe the script from watching the film.*
- Formatting Script-*will work in small groups to format.*
- Peer Review *(2 Min Scene Rough Draft)*
- Exit Ticket - *What is more important creating the "world" or "character?*
- Kahoot- *Script Vocabulary*

Summative Assessments:

- Scriptwriting Quiz: Quiz on scriptwriting including slugline, action, and dialogue for a picture.
- "2 Min Scene" - Students will write a 2 page script and accompany it with a storyboard.

Common Benchmark Assessments: Script and Quiz

Alternative Assessments:
Script to Screen Analysis

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system

Google Docs for Scriptwriting with Screenplay Formatter add on

Art Of Storytelling (Pixar) - Video Resource

What If? (Video)

World Vs Character (Video)

Steven Spielberg On Storyboarding (1978)

Storyboarding - Even if you can't draw!- Video Resource

Script To Screen (Videos- Resource)

1) Use of Action - Montage Scene from "Up" (Movie)
2) Dialogue Scene "The Dark Knight - Joker Scene" (Movie)
3) Toy Story Scene (Movie)

Accommodations and Modifications:
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Unit 4

Desired Results

Unit 4 Title: Microphone & Editing Audio

Unit Summary: Students will explore various microphone types and techniques used in capturing clean, professional sound, both in-studio and in the field. Emphasis will be placed on understanding how to select the right microphone for different scenarios and how to monitor and adjust audio levels during both recording and editing.

Learning Standards

NJSLS:

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- 9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).6 - Design an audio-video production to acquire an understanding of the entire production process.

Interdisciplinary Connections

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Technology Literacy 9.4

- 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 (*CS & DT*):

- 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
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WRITING

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Digital Citizenship 9.4

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• Why does audio affect a visual story? • How does good audio communicate an idea or point of view to an audience? • Why does the environment affect the microphone you choose? • Why is high-quality audio just as important as strong visuals in video production?	• The correct microphone to use is based on the specific shooting scenario. • Sound helps establish a scene. • Control ambient noise being captured with audio. • When audio levels are set improperly it can make the post-production process more difficult.
Vocabulary: Ambient Noise, Voiceover, Microphones, Transducers, Decibels, Over Modulation, Pick up Pattern, Signal Generation, Lavaliere, Boom, Shotgun Microphone, Handheld, XLR Cable, Phone Plug, RCA Cable, Mini Plug, Cardioid, Omni Directional, Bi-Directional, Dynamic, Condenser, Ribbon, Phantom Power.	
Students will be able to: • Apply knowledge of directional properties and pick up patterns of microphones when describing the uses for each type • Label and classify the three types of microphones used in class • Use Bluetooth microphones for mobile recording • Identify when and how to use boom and lavalier mics • Implement proper mic placement and noise reduction techniques • Monitor and adjust input levels while recording • Edit and balance dB levels in Final Cut Pro X	

- Add fades, background music, and voiceovers

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

9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.

Mic Up Scenario: Students are presented with 5 production scenarios that connect to themes (e.g., interviewing a Holocaust survivor, filming a climate change protest, recording a podcast on disability rights). For each, they choose the most appropriate mic and explain why.

- Offer visual aids and diagrams for ELLs and visual learners
- Allow written, verbal, or video-recorded responses
- Provide sentence starters and vocabulary banks

Assessment Evidence

Formative Assessments:

- Silent Scene - Brainstorm (Script & Storyboard)
- Audio Vocabulary Worksheet
- Audio vocabulary worksheet completed individually.
- Audio Critique
- Class Participation- Microphone Analysis

Summative Assessments:

- Audio Quiz (Hands On & Written)

- Silent Film Project- Students will create a short video where the story is told only through visuals, music and expression.

Common Benchmark Assessments: Quiz and project

Alternative Assessments:

- Audio Power Point Presentation - “Mic Check 1,2,3”

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system

Prezi on audio, including a video clip from YouTube "Creativity to spare" Episode 13 Bad audio. (below)

Avoiding Bad Audio

The Basics of Recording Audio for Digital Video

Pick Up Patterns

A quick guide to microphones (w/o edpuzzle edit)

Green Screen

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - 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.

- 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 5

Desired Results

Unit 5 Title: Storytelling & Public Service Announcements

Unit Summary: Students will explore the powerful relationship between storytelling and public service announcements. Through the lens of visual storytelling, students will learn how to create emotionally engaging content that raises awareness about real-world issues and inspires action. They'll examine how PSAs use character, emotion, and structure to make messages memorable and persuasive.

Learning Standards

NJSLS Standards:

- ITEC.9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- ITEC.9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- ITEC.9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- ITEC.9-12.9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
- ITEC.9-12.9.4.12.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)*: **Creativity and Innovation 9.4** • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). • Innovative ideas or innovation can lead to 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). **Technology Literacy 9.4** • 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 *(**CS & DT****)*:** • 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. • 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: • 9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

Learning Targets	
Unit Essential Questions: • Why do people tell stories?	**Unit Enduring Understandings:** • To connect with others, share experiences, and make sense of the world

• What does the television that we watch tell us about the world? Ourselves? • Why do different stories evoke different emotions? • How can storytelling be used to influence public awareness and behavior? • What makes a call to action effective in a short-form video? • How do emotion, pacing, and structure affect the message of a PSA?	• Television influences our perceptions, beliefs, and behaviors. • Stories evoke emotions because of variations in narrative structure, character development, and the use of techniques that tap into the reader's senses and emotions. • Storytelling is a tool for empathy, connection, and persuasion. • PSAs are most effective when they combine facts with emotional appeal and a clear call to action. • Tone, pacing, music, and visuals all influence the impact of a story.
Vocabulary: Public Service Announcement, Call To Action, Emotional Appeal, Tone, Conflict, Resolution, Audience Targeting, Visual Metaphor, Voice Over, Empathy, Plot Patterns, Teaser, Back Story, Resolution, Tag, Acts, Plot	
Students will be able to: • Apply ten basic plot patterns in current and all future projects • Manipulate camera, sound, and graphics to create a visual story • Create a public service announcement that meets specific criteria • Understand narrative structure: beginning, conflict, resolution • Identify and evoke emotion through visuals, music, and voice • Write a focused, compelling message with a clear call to action • Condense ideas into concise storytelling (under 60 seconds) • Frame shots and using visuals to show, not tell • Create urgency and relevance for the target audience	

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

ITEC.9-12.9.4.12.C.(1).6 - Design an audio-video production to acquire an understanding of the entire production process.

9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

Students will work with a small group to generate a PSA focusing on Climate Change. LGBTQ+, People with Disabilities, or DEI.

Assessment Evidence

Formative Assessments:

- Group Critique-*Class will watch and critique a television show in small groups.*
- Individual Critique-*Students will watch and critique a television show at home.*
- Script & Storyboard (PSA)
- PSA Pitch Presentation
- Group Check Ins- *Pre-production Sessions*
- Peer Reviews (Scripts & PSA Rough Cut)
- PSA Analysis - *Watch different PSA videos and rank their overall impact*

Summative Assessments:

- Storytelling Quiz- Plot Patterns, Structure, and defining a series.
- Public Service Announcement Project- Students will produce a 60 second PSA Project.

Common Benchmark Assessments:

- Quiz and project

- Written Reflection on creative decisions

Alternative Assessments:

PSA Google Slides Presentation (instead of a video)

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system

Ted Talk from Andrew Stanton, the award-winning director, writer, producer of such films as Toy Story, Finding Nemo, and WALL-E. Source= Ted Talk - Andrew Stanton

YouTube: Episode of "Boy Meets World" for students to critique and outline the parts of a comedy.

Students will view the trailer for "The Hunger Games: Mockingjay Part 2" and identify all the plot points. Source= Hunger Games Trailer

Public Service Announcement 101 - Source = What is a PSA?

How to Make a PSA (Resource) - Source = PSA 101: How to Make a Public Service Announcement: A 9-Step Guide - Connect360 Multimedia

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - 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.

- 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 6

Desired Results

Unit 6 Title: Commercials & Advertising Techniques

Unit Summary: Students will explore the influence of advertising in today's society and cultural trends. Through the analysis of advertising strategies, students will examine how visual storytelling, persuasive techniques, and emotional appeal shape public appeal. Students will apply this knowledge by developing original commercials that either support an existing brand or launch a unique campaign. This unit emphasizes both media literacy and production skills, encouraging students to think critically about the messages they consume and create.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.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)*:

Creativity and Innovation 9.4

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

Technology Literacy 9.4

- 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 (*CS & DT*):

- 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Interdisciplinary Connections:

ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.

ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach.

ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.

Learning Targets

Unit Essential Questions:

- How does advertising influence society and individual choices?
- What makes a commercial persuasive and effective?
- How do advertisers use visual and audio elements to target specific audiences?
- In what ways do commercial creators have ethical responsibilities?

Unit Enduring Understandings:

- Advertising influences societal norms, trends, and consumer decisions.
- Effective commercials use storytelling, audience targeting, and persuasive techniques.
- Media creators have the power to shape public perception through tone, imagery, and message.
- Commercials require a blend of strategic planning and creative execution.

Vocabulary: Target Audience, Demographic, Psychographic, Persuasive Technique, Bandwagon, Celebrity Endorsement, Emotional Appeal, Humor, Individuality, Product Comparison, Purr Words, Security, Slogan.	
Students will be able to: • Analyze and critique commercials for technique and message. • Identify and apply advertising techniques (pathos, logos, ethos). • Develop a concept, script, and storyboard for a commercial. • Use video production tools to plan, shoot, and edit a short commercial. • Reflect on how their commercial communicates a message to an intended audience.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* **ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.** Students will create a commercial script that is properly formatted by standards set by the Writers Guild of America • Provide commercial examples from multiple cultures and languages • Allow students to work solo or in pairs/groups based on comfort level • Offer storyboard templates and visual aids for students with IEPs/ELL needs • Students may create commercials using animation, stills, or voiceover if filming is a barrier • Provide audio-only or text-based ad creation options for accessibility	

Assessment Evidence

Formative Assessments:

- Commercial Critique Worksheet (analyzing existing ads)
- Scriptwriting Draft
- Storyboard Sketch Review
- Peer Pitch Session (idea presentation and feedback)
- Editing Check-In (rough cut feedback)

Summative Assessments:

- Advertising Technique Quiz
- Commercial Project- *Students will produce a 30 second commercial. They will choose one product that they will sell to a specific target audience while demonstrating a persuasive technique.*

Common Benchmark Assessments: Quiz & PSA

Alternative Assessments:

- Collaborate with school clubs to promote events via commercials
- "Shark Tank"-style pitch day where students present their full campaign concept

Core Instructional & Supplemental Materials

Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system

Students will view many different commercials, both on air and those created by former TV1 students.

BANDWAGON-
Everyone uses the product
New York Jets: It's Go Time / Bandwagon Commercial
(NY Jets)
Old Navy Propaganda Bandwagon - Old Navy Commercial

CELEBRITY ENDORSEMENT- A popular celebrity promotes a product

Nikon-Ashton Kutcher commercial

EMOTIONAL APPEAL -Intended to make viewers feel certain emotions, such as happiness, sadness or excitement
2014 Chevy Commercial - Maddie

HUMOR-

Makes the audience laugh, giving little information

about the product, but makes the product memorable

K Mart Commercial

INDIVIDUALITY (ANTI-BANDWAGON)
-tells viewers to think differently, celebrate your own style, do the opposite of what everyone else is doing!
Dr Pepper Always One of a Kind Commercial
PRODUCT COMPARISON-

-commercial features a comparison between the product

Apple Vs Samsung Funny Commercial Of The New Lumia 920

PURR WORDS-words that have positive
connotations, such as “tasty” or “sensational”
Doritos Commercial

SECURITY- Commercials draw on viewers' fears by telling them that their jobs, families or lives will be in jeopardy if they don't buy/use the product CPI Security Burglar Commercial

Surveillance Security Camera & Monitoring Service Movie Commercial | ADT

SLOGAN- A memorable phrase is used in a campaign, or series of TV

Top 10 Food Catchphrases from Commercials

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:

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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

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Unit 7

Desired Results

Unit 7 Title: Editing Effects

Unit Summary: Compositing skills allow for more freedom in editing. During this unit, students will enhance their editing skills by incorporating special effects techniques using Final Cut Pro. Students will learn how to apply visual effects, green screen compositing, clip speed manipulation, and stylistic edits such as jump cuts and freeze frames. The goal is to equip students with professional-level editing skills to enhance the storytelling and production value of their video projects.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.21 Operate internet applications to perform tasks.

Interdisciplinary Connections

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

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

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

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach.

- ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.

Learning Targets

Unit Essential Questions:

- How do editors use effects to enhance visual storytelling?
- What tools are available in Final Cut Pro, and other editing software, to adjust the pace, tone, and look of a video?
- How can we apply special effects while maintaining realism and viewer engagement?

Unit Enduring Understandings:

- Video editing is both a technical and creative process.
- Special effects and editing choices should serve the story and not distract from it.
- Precision in editing leads to more polished and impactful content.

Vocabulary: Keying, In and Out Points, Select, Blade Tool, Range Selection, Trim, Position, Hand, Zoom, Clip Overlays, Crop, Distort, Transform, Cut Away, Continuity Editing, Customization, Filters, Clip Speed, Freeze Frame, Feathering

Students will be able to:

- Film and edit a green screen effect with minimal shadows and a realistic composite background
- Apply filters and color effects in Editing Software to achieve a stylized or mood-based look
- Select clip segments directly from the media library before dragging to the timeline
- Freeze a specific frame to pause a moment for emphasis
- Adjust the speed of a clip using slow motion and fast motion for dramatic effect
- Utilize the blade tool to make precise cuts and create intentional jump cuts

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

9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.

Utilizing previous editing knowledge, students create a project using advanced editing techniques.

Assessment Evidence

Formative Assessments:

- Daily skill drills in Final Cut Pro
- Editing Tool Practice Rubric
- Peer Feedback Form
- Exit Tickets & Discussions: *1) "Which effect added the most impact to your story, and why?" 2) "What's one thing you would improve if given more time or tools?"*

Summative Assessments:

- Green Screen Challenge
- Jump Cut Mini-Edit
- Time Bender Project
- Editing Skills Quiz

Common Benchmark Assessments:

- Green Screen Challenge
- Jump Cut Mini Edit
- Editing Skills Quiz

Alternative Assessments:

- Editing Breakdown Presentation
- Green Screen Scene- *Students will be able to use stock footage with a green screen and replace it with images.*

Core Instructional & Supplemental Materials

Cameras, Tripod, SD Cards, Macs, Harddrive, Final Cut Pro X, Green Screen Wall or Sheet
Final Cut Editing Software

Green screen footage (students in front of solid color backgrounds)
Stock video sites: Pexels
Audio FX packs (royalty-free music and sound effects)

Final Cut Pro shortcut cheat sheet
Chroma key step-by-step tutorial (with screenshots)
FX planning sheet (brainstorm which effects enhance which scenes)
Peer review feedback forms (visual rubrics)

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

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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

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

Unit 8

Desired Results

Unit 8 Title: Morning Show Jobs & Responsibilities

Unit Summary: Students will be introduced to the technical and creative responsibilities behind a live morning show. Through hands-on training and role rotation, they will learn how to operate studio equipment, manage live broadcasts,

and perform key crew positions. Emphasis will be placed on teamwork, timing, and professionalism under real-time pressure.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.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.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 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.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 (*CS & DT***):**

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

Interdisciplinary Connections:

- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

Learning Targets

Unit Essential Questions:

- What are the key production roles in a live studio show?
- How does each crew member contribute to the success of a live broadcast?
- What challenges can occur during a live show, and how can they be handled professionally?

Unit Enduring Understandings:

- Producer, Director, Stage Manager, and Anchor are the key production roles in a live studio show.
- Live production requires strong collaboration, time management, and technical proficiency. Every production role is essential to the success of a live show.
- Operating studio equipment demands both preparation and the ability to troubleshoot on the fly. Consistency and reliability of staff are key in daily live show environments.

Vocabulary: :Control Room, “Marking” Scripts, Roll, Take, DDR1, DDR2, Switcher, Slate, Inputs, Audio Mixer, Fader Bar, Overlay, Headset, Director, Producer, Stage Manager, Teleprompter, Camera Operator, Anchor, Technical Director, Youtube LIVE

Students will be able to:

- Operate studio equipment for successful implementation into a live production.
- Model equipment operation to support peer learning.
- Develop a strategy to produce a live show.
- Evaluate live productions to determine production flaws.

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

9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.

Students delve into the different jobs associated with producing a live news show. Students will learn about equity and inclusion in the workforce within the tv/film industry.

Assessment Evidence

Formative Assessments:

- Student Participation
- Kahoot- Studio & Control Room Jobs (Review)
- Exit Tickets
- Do Nows (What If..scenarios)

Summative Assessments:

- Jobs & Responsibilities Quiz
- TikTok Tutorial- Morning Show How To...(Video)

Common Benchmark Assessments:

- Quiz
- Tutorial Video Or Presentation

Alternative Assessments:

- Morning Show Breakdown Presentation

Core Instructional & Supplemental Materials

Wall High School Morning Show TV (Resource/Examples)

Tricaster, Audio Board, Studio, Cameras, Tripods, Anchor Desk, Teleprompter, Headsets, Microphones

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - 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.

- 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 9

Desired Results

Unit 9 Title: Interviews & Mockumentary

Unit Summary: Students will learn how to conduct both formal (sit-down) and informal (man-on-the-street) interviews to gather information and practice journalistic skills. They'll then shift into creative mode to develop original mockumentaries—fictional or exaggerated documentaries inspired by formats like The Office, Modern Family, or Best in Show. The unit emphasizes camera framing, audio recording, interview etiquette, and storytelling through character and humor.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.

- 9-12.9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.21 Operate internet applications to perform tasks
- 9-12.9.4.12.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.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.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***):**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

- ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.
- ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach.
- ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What makes an interview effective, authentic, and engaging?	• Interviews are a powerful tool for storytelling, whether informative or satirical.

• How does tone, editing, and structure affect the credibility of a story? • How can we use mockumentaries to creatively reflect on real-life themes or issues?	• Good interviewers prepare with purpose, listen actively, and ask strong follow-up questions. • Mockumentaries blend truth with fiction and rely on editing, tone, and delivery to sell the humor or concept.
Vocabulary: A-Roll, B-Roll, Interviews, Open-Ended Questions, "Talking Head", Man on The Street, Sit Down, Subject Framing, Mockumentary vs Documentary, Satire, Lower Thirds, Leading/Follow Up Questions	
Students will be able to: • Write interview questions based on a topic or story angle. • Conduct professional and spontaneous interviews using proper framing and audio. • Capture and edit A-roll and B-roll for interview segments. • Create a mockumentary using techniques like talking heads, shaky cam, direct-to-camera address, and deadpan humor.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* **9-12.9.4.12.C.(1).6 - Design an audio-video production to acquire an understanding of the entire production process.** Research is needed to create a Mockumentary. Students can choose to focus on Climate Change, LGBTQ+, People with Disabilities, or DEI.	

Assessment Evidence
Formative Assessments:

- Interview practice reflections
- Peer feedback on interview footage
- Mockumentary pitch + planning sheet

Summative Assessments:

- Man-on-the-Street Interview Segment (1–2 minutes)
- Sit-Down Interview Edit with A-roll & B-roll (1–2 minutes)
- Final Mockumentary Film (2–3 minutes)
- Self-reflection and group assessment

Common Benchmark Assessments:

- Pre-production Rough Drafts (Script & Storyboards)
- Man On The Street Interviews
- Sit Down Edits
- Mockumentary Project

Alternative Assessments:

- Interview 101 Presentation
- “Analyze This” Essay (analyze & write about one mockumentary style show/movie)

Core Instructional & Supplemental Materials

Documentary Now” - Chicken & Rice (Parody)

Documentary- Jiro Dreams of Sushi (Trailer)

Examples of student made interviews from previous years (Shared Drive)

Cameras, SD Cards, Tripods, Headsets, Wireless Microphones, Lighting Kit, Props (provided by students)

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.

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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

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Specific Strategies and Practices that Support Gifted & Talented Students

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Unit 10

Desired Results

Unit #10 Title: Movie Trailer

Unit Summary: Students will explore the structure, techniques, and creative decisions behind movie trailers. Trailers are more than just advertisements, they are short-form storytelling devices that require thoughtful pacing, visual composition, sound design, and emotional impact. This hands-on unit blends media analysis with production skills to help students better understand the power of visual persuasion.

Learning Standards

NJSLS:

- 9-12.9.4.12.C.(1).1 - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9-12.9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9-12.9.4.12.C.(1).3- Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9-12.9.4.12.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)*:

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

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Interdisciplinary Connections:

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do trailers effectively capture the essence of a full-length film? • What are the common conventions of movie trailers across genres?	• Movie trailers are a form of storytelling with a specific goal: to persuade and excite audiences. • Trailers use visual, auditory, and editing techniques to evoke emotion and convey genre.

• How does editing, music, and voiceover influence an audience's emotional reaction?	• Understanding genre, pacing, sound, and voiceovers is essential to crafting a compelling trailer.
Vocabulary: Trailer, Teaser, Voice Over, Pacing, Montage, Genre, Hook, Climax, Cliffhanger , 3-Act Structure	
Students will be able to: • Analyze the structure and purpose of movie trailers. • Identify genre-specific elements in trailers. • Use editing software to create a 60–90 second trailer. • Apply pacing, sound effects, transitions, and voiceover to enhance storytelling.	
Learning Activities & Differentiation: *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])* **9-12.9.4.12.C.(1).6 - Design an audio-video production to acquire an understanding of the entire production process.** Looking at an entire movie, students will create a project using the most exciting parts to entice people to see the movie.	

Assessment Evidence

Formative Assessments:

- Genre trailer analysis worksheet
- Storyboard and Script
- Peer feedback session
- Rough Cut Feedback
- Class Discussions- *1) "What do you notice about the audio in the movie trailer?" 2) "What is more impactful a VO or Titles to help guide the narrative?" 3)Compare & Contrast these two trailers*

Summative Assessments:

- Final Trailer Project (60–90 seconds)
- Written reflection explaining creative decisions

Common Benchmark Assessments:

- Storyboard & Script Review
- Reflection Submission
- Movie Trailer Project

Alternative Assessments:

- Create a “fake trailer” for a non-existent film (parody genre encouraged)
- A digital slideshow explaining the film and proposed trailer concept
- A script and storyboard without filming/editing

Core Instructional & Supplemental Materials

Student examples from previous years

3 Act Structure - (Resource)

How to make a Blockbuster Movie Trailer (format)- Video

Cameras, Tripods, Wireless Microphones, Props (provided by students), Lighting Kit, Lighting Filters, SD Cards, Final Cut Pro X, Mac Computers, Hard Drives

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