| Wall Township Public Schools | Board Approval Date: |
|---|---|

**Course Title: Intermediate Television Production**

**Course Description:** Students will build upon foundational skills to help refine their voice, expand technical abilities, and create dynamic media for various platforms. Students will explore personal branding, storytelling, digital strategy, and studio operations while working on real-world projects tied to their school community and audience engagement. Through hands-on experiences, they will develop content for the school's morning show, dive into trending formats like shorts and reels, and sharpen their interview, editing, and visual storytelling skills. Emphasis is placed on creativity, collaboration, and professionalism as students build a digital portfolio.

## 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: Build Your Brand & School Community | 10 |
| Unit 2: Intermediate Post-Production | 3 and throughout the year |
| Unit 3: On-Camera Interviews | 10 |
| Unit 4: Content Creation (for Morning Show) | 10 |
| Unit 5: The Viral Effect: Trends, Algorithm & Engagement | 10 |
| Unit 6: Studio Equipment & Job Responsibilities | 10 |
| Unit 7: Morning Show Take Over | 10 |
| Unit 8: Reels, Shorts & Vertical Storytelling | 10 |
| Unit 9: Storytelling with Music | 10 |
| Unit 10: Highlight Reels & Portfolio | 10 |

## Unit 1

## Desired Results

**Unit 1 : Build Your Brand & School Community**

**Unit Summary:** Students will explore the fundamentals of personal and digital branding while learning how to use media to positively impact their school community. Through self-reflection and creative exploration, students will design a custom logo using Canva that represents their personal identity, interests, or a club they're passionate about. They will analyze examples of successful brands and school media campaigns, identifying strategies used to build engagement and community.

## Learning Standards

**NJSLS:**

- 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.

### 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.).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
- 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.
- 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.

**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:**

- What does it mean to build a brand, and why is it important?
- How can media be used to positively influence and unite a school community?
- What visual elements help communicate identity and message effectively?
- How do audience and purpose influence the content we create?

**Unit Enduring Understandings:**

- A strong personal or organizational brand is built through intentional design, consistent messaging, and clear understanding of the audience.
- Media can be a powerful tool to strengthen the school community and promote involvement.
- Visual storytelling (through design, logo, and posts) helps communicate values, identity, and purpose.

**Vocabulary:** Brand Identity, Target Audience, Pitch Deck, Engagement, Visual Hierarchy, Logo, Consistency, School Culture, Trending, Watermark

**Students will be able to:**

- Identify elements that define a brand (visuals, tone, message).
- Create a logo using Canva that represents themselves or school related activity
- Analyze how brands use social media to connect with audiences.
- Design a pitch deck that outlines goals, audience, branding, and post examples.
- Reflect on how their media presence can contribute to school culture and spirit.

**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.21 Operate internet applications to perform tasks.**

**Logo Design & Tagline Creation:** *Using Canva, students design a logo and tagline that reflects either their personal brand or a campaign to uplift school spirit.*

- Choice Boards: Allow students to select from project options: video, slideshow, written campaign, or live pitch.
- Flexible Grouping: Students can work solo, in pairs, or small teams depending on comfort level and strengths.

## Assessment Evidence

**Formative Assessments:**

- Branding brainstorm worksheet (interests, values, color schemes, audiences)
- Logo draft check-in and peer feedback
- Class discussion on examples of successful school/community branding
- Exit ticket: “What is the most important part of a brand and why?”

**Summative Assessments:**

- Major Project = *Pitch Deck Presentation* - Students will create a digital pitch deck (google slides) for the Wall TV Brand or a School Club of their Choice
- Minor Assignment= *Create a Logo* (Personal or School Related Activity - Sports, Clubs, etc.)

**Common Benchmark Assessments:**

- Logo Design Submission
- Pitch Deck Project (includes brand overview, goals, target audience, logo, and sample posts)
- Reflection Slide/Paragraph (how their brand fosters school community and engagement)
- Oral/Visual Presentation (about their pitch deck)

**Alternative Assessments:**

- Video Branding Pitch - Students will submit a video explaining their logo & brand instead of doing it live
- Mood Board Submission
- One Page Summary (describing their ideas rather than making them)
- "Social Media" Mockup Template (instead of a pitch deck)

## Core Instructional & Supplemental Materials

Canva (Resource) , Mac Computers, Hard Drives, Google Images, Kahoot

Presentation Templates (Resource)

What makes a great logo? (Video)

School Branding & Community (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:**

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 - 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 - Visual learning, including graphic organizers - 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 - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction

**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 - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 2

## Desired Results

**Unit 2: Intermediate Post-Production**

**Unit Summary:** This unit builds on foundational editing skills introduced in TV Production 1. Students will expand their knowledge of editing to explore more advanced techniques and storytelling through pacing, sequencing, and transitions. Key focus areas include visual effects (green screen, cloning), text customization, and stylistic cuts. Students will analyze how these techniques are used in professional media and apply them to their own short-form projects to enhance visual impact, emotional tone, and narrative clarity.

## 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**

- 9.49.4.12.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*):**

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

**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.

**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 different editing techniques influence how a story is told?
- When should you use a specific type of cut (e.g., J-cut, jump cut) to enhance a scene?
- How do visual effects like green screen and cloning affect audience engagement and storytelling?

**Unit Enduring Understandings:**

- Editing is more than putting clips together; it shapes how a story is experienced by the audience.
- Creative cuts and visual effects enhance meaning, emotion, and engagement.
- Sequencing choices influence pacing, tone, and viewer comprehension.

| | |
|---|---|
| • What makes an edit feel smooth, intentional, or emotionally effective? | |

**Vocabulary:** (Review) Timeline, Library, Event, Project, Upload, SD Card, Time Code, Playhead/Skimmer, Clip, Blade Tool, Select Tool, Trim, In/Out Points, Render, Export/Share, Hard Drive, Bin, Viewer, Coverage, Blocking, Sequence, Continuity (Expand) J-Cut, L-Cut, Cross-Cut, Cutaway, Cut, Jump Cut, Match Cut (Movement, Visual & Audio), Whip Pan, Cloning, Draw Mask Tool, Green Screen, Pacing

**Students will be able to:**

- Demonstrate how to import footage (Review)
- Construct a timeline to create a visual story (Review)
- Identify and differentiate between various editing cuts and transitions
- Demonstrate the use of an editing software to execute J-cuts, L-cuts, and other stylistic edits
- Apply green screen and cloning techniques in a short video sequence
- Enhance storytelling using appropriate text and motion graphics
- Critically analyze a scene's editing choices and explain their purpose

**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).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.**

**Editing Analysis Breakdown-***Watch and analyze clips from film/TV/music videos to identify stylistic editing choices (e.g., jump cuts, match cuts, emotional pacing, etc.). Students annotate or discuss how these choices affect storytelling.*

**Green Screen & Cloning Scene-** *Students shoot a "green screen" segment using the blue background (in the studio), while*

*incorporating the cloning effect within the scene.*

**Short Scene Re-edit**- *Students will be provided raw footage from a "chase scene". Students will re-edit the scene by incorporating their own style of pacing, transitions, and effects.*

- Choice-Based Projects
- Scaffolded Tutorials
- Template Projects

## Assessment Evidence

**Formative Assessments:**

- Think-Pair - Share
- Storyboard Planning/Brainstorming
- Class Participation
- Classwork Observation
- Exit Ticket
- Kahoot Game (Review)

**Summative Assessments:**

- Chase Scene (Sequencing Editing) - Students will be provided raw footage and compile it together
- Editing Quiz (Stylistic Cuts, Sequencing, & Effects)
- Green Screen & Cloning Video

**Common Benchmark Assessments:**

- Editing technique demo reel
- Editing Quiz

**Alternative Assessments:**

- Scene Breakdown - Watch a scene from a film or commercial and write/record a breakdown identifying different types of cuts and why they were used (individual assignment)

- Editing style journal - reflecting on creative choices

## Core Instructional & Supplemental Materials

Cannon Cameras, Batteries, Tripods, Final Cut Pro X, Mac Computers, SD Cards, Green Screen Sheet, Edpuzzle (Resource)

How to Clone Yourself (Video)

Green Screen in Movies (Video)

3 Types of Match Cuts (Video) - Examples

Jump Cut Example (Video) - Cut Away Example (Video)

Edit This (Footage) - 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:**
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 - 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 -Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers --Teacher Modeling- Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments -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.

- Small Group In-Depth Instruction -Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 3

## Desired Results

**Unit 3: On-Screen Interviews**

**Unit Summary:** Students will enhance their foundational knowledge of interviews by learning how to craft meaningful questions, frame compelling visuals, and capture high-quality audio and B-roll to support their interviewee's story. Emphasis will be placed on interview styles (man on the street & sit down interviews).

## 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).

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

**Interdisciplinary Connections: Creativity and Innovation 9.4:**

**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:**

- What makes an interview compelling to watch?
- How do the interviewer's tone and question style impact the quality of the responses?
- What technical elements must be considered for professional-looking interviews?
- How does B-roll enhance the viewer's understanding and emotional connection?

**Unit Enduring Understandings:**

- Strong interviews reveal authentic stories through thoughtful questions, clean visuals, and supportive editing.
- Technical execution can enhance or diminish the effectiveness of an interview.
- B-roll footage plays a critical role in supporting the subject's narrative and keeping viewers engaged.
- The interviewer's style influences the viewer's understanding of the story.

**Vocabulary:** A-Roll, B-Roll, Open-Ended Questions, Framing (Lead Room), Mic Placement, Follow Up Questions, Active

Listening, Man On The Street, Documentary Interview, Lower Thirds

**Students will be able to:**

- Develop and revise open-ended interview questions that elicit meaningful responses.
- Create engaging content incorporating fun and interactive interviews with students (man on the street)
- Demonstrate proper camera framing, lighting, and mic setup for a sit-down interview.
- Record and edit an interview that integrates A-roll and relevant B-roll.
- Apply storytelling principles by sequencing responses to build a narrative.
- Use lower thirds and graphics to introduce the interview subject professionally.

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

**Interview Critique & Breakdown-** *Watch professional examples of sit-down and man-on-the-street interviews.*
**Mock Interview Practice-** *In pairs, students take turns being the interviewer and interviewee.*
**Question Design Workshop-** *Students write open-ended questions for different interview contexts*

- Interview Templates & Prompts
- Reflection & Retake Options
- Choice in Interview Subject/Format

## Assessment Evidence

**Formative Assessments:**

- Interviewing Planning Sheet
- Question Writing Practice
- A Roll/B Roll Editing Exercise
- Peer Review (Rough Cut)

**Summative Assessments:**

- “Tour of Wall High School” Project (A-Roll/B-Roll)
- Man On The Street Interview Project (Interview Style)

**Common Benchmark Assessments:**

- Interview Planning Sheet
- Peer Review Session

**Alternative Assessments:**

- Audio Only Interviews (Podcast Style)
- Interview Breakdown Analysis

## Core Instructional & Supplemental Materials

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

Student Examples (from previous years)

Interview Question Prompts (worksheet)

## 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 - Student restates information - 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 - 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 - Supplemental Instruction - 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.

- Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 4

## Desired Results

**Unit 4 : Content Creation (for Morning Show)**

**Unit Summary:** Students will focus on producing creative and interactive content specifically designed for a school-based morning show. They will explore formats such as cold opens (short, attention-grabbing intros) and feature packages (1–2 minute segments) that inform, entertain, or spotlight the school community. Students will be challenged to think critically about audience engagement, storytelling, and production quality. This unit emphasizes creativity, timeliness, and teamwork while reinforcing the importance of meeting broadcast deadlines.

## 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*):**

- 8.1.2.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
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • What makes content engaging for a school-wide audience?<br>• How do cold opens set the tone and hook viewers for a morning show?<br>• What types of stories are meaningful and relevant to our school community? | • Pre-production planning and time management are key to creating successful broadcast content.<br>• Morning show content must be intentional, engaging, and tailored to the audience.<br>• Creative storytelling formats like cold opens and packages are powerful tools to inform and entertain. |

| | |
|---|---|
| • How do you balance creativity with structure when working under broadcast deadlines? | |

**Vocabulary:** Cold Open, Package, Hook, MOS (Man On Street), Voice Over (VO), Lower Third, Slate

**Students will be able to:**

- Brainstorm ideas for cold opens or packages that connect with the school audience.
- Generate a list of content ideas that they will pitch to their peers and producer (teacher).
- Plan a short video segment using appropriate structure and timing.
- Film and edit a cold open (30 seconds or less) or package (1–2 minutes) for broadcast.
- Use production techniques (transitions, music, lower thirds, VO) to enhance viewer experience.
- Work collaboratively to meet deadlines and adapt based on feedback.

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

**Morning Show Content-** *Students will be focusing on topics that represent the schools community & culture by generating skits, cold opens and interview packages.*

- Video tutorials
- Choice Boards
- Flexible Pacing
- Record in Different Locations

## Assessment Evidence

**Formative Assessments:**

- Content Pitch Sheet
- Filming Check In
- Rough Cut Review
- Exit Ticket
- Student Participation

**Summative Assessments:**

- Morning Show Segments (2 Cold Opens , 3 Packages)

**Common Benchmark Assessments:**

- Content Proposal/Pitch
- Final Edited Package
- Reflection/Peer Review

**Alternative Assessments:**

- Content Idea Pitches
- Slate Creation (using Canva)

## Core Instructional & Supplemental Materials

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

Provide examples of previous student work (Junior Take Over, Morning Show)

## 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.

-- Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule

**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 - Use of cognates to increase comprehension - Teacher modeling - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - 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 : The Viral Effect: Trends, Algorithm and Engagement**

**Unit Summary:** Introduces students to the psychology and strategy behind viral media. Students will analyze trending content across platforms like TikTok, YouTube Shorts, and Instagram Reels, then apply that knowledge to create short-form videos (15–30 seconds) designed for engagement. Emphasis is placed on structure (hook, value, call to action), timing, and audience interaction. Students will explore how algorithms, trends, and behavior influence what gets seen, and shared, online.

## 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).

- 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.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

**Interdisciplinary Connections:**

**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
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.

**Information & Media Literacy**

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • What makes a piece of content go viral? | |

| | |
|---|---|
| • How do algorithms and viewer behavior shape what we see online?<br>• What are the key components of a strong short-form video?<br>• How can creators stay authentic while participating in trends? | • Viral content often follows strategic patterns involving timing, value, and emotional impact.<br>• A strong hook, clear message, and intentional call to action increase viewer engagement.<br>• Understanding trends and platform algorithms helps creators reach wider audiences. |
| **Vocabulary:** Viral, Hook, Trending, Algorithm, Retention Rate, Engagement, Hashtag Strategy , Call To Action, Value | |
| **Students will be able to:**<br>• Identify and analyze the components of viral short-form content.<br>• Script and plan a 15–30 second video using the format: Hook → Value → CTA.<br>• Film and edit short-form vertical video using platform-specific best practices.<br>• Use trending audio, creative visuals, and editing techniques to enhance engagement.<br>• Evaluate the effectiveness of their content through class feedback and self-reflection. | |
| **Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*<br><br>**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.).**<br>**8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.**<br><br>**"Go Viral Challenge"** Students will generate a video that will focus on school culture and community using the viral video formula that they've learned, students will test this method to see if the videos go viral on the Wall HS TV Instagram. | |

- Choice Boards (Subject)
- Solo or Group Work
- Choice of Genre (Comedy, Informative, Emotional, Etc.)

## Assessment Evidence

**Formative Assessments:**

- Trend Tracker Assignment
- Hook Writing Practice- *who can write the most attention-grabbing first 3 seconds?*
- Storyboard & Script (Hook, Value, CTA)
- Class Discussion- *Analyze top-performing short-form videos on TikTok, Reels, and Shorts to break down structure (hook, value, CTA).*

**Summative Assessments:**

- Remix This Trend - *students apply a current trend to a school-related or personal theme.*
- Go Viral Challenge- *Students will create one short-form vertical video (15–30 seconds) using the viral video formula.*

**Common Benchmark Assessments:**

- Rough Draft (Script or Video)
- Hook Writing Practice

**Alternative Assessments:**

- Trend Explainer Presentation
- Scripted PSA or Tip Reel
- Reflective journal: *What makes me stop scrolling? How do algorithms influence my attention?*

## Core Instructional & Supplemental Materials

| |
|---|
| Canon cameras, tripods, batteries, SD cards, Mac computers, Final Cut Pro editing system |
| 5 Ways Social Media is Changing Your Brain |
| 3 Simple Steps to Go Viral<br>Here What Works - Viral Videos<br>Mastering the Hook (on Social Media) |

## 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 - 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 -Extended Time - Simplified/Verbal Instructions - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Scaffolding - 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: Studio Equipment & Job Responsibilities**

**Unit Summary:** Students will explore the inner workings of a live studio environment by stepping into key production roles that support the high school's established morning show. Through hands-on experience, students will rotate

through positions such as director, producer, stage manager, teleprompter operator, audio technician, anchor, and scriptwriter. They will gain an understanding of the technical skills, decision-making processes, and communication strategies required for successful live broadcasting. Emphasis will be placed on collaboration, professionalism, and the chain of command, as students learn how each role contributes to the overall success of a team-driven production. By the end of the unit, students will demonstrate mastery by participating in the planning and execution of "Junior Takeover" week.

## 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).
- 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.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 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 different studio roles work together to produce a successful live show?
- Why is clear communication and following a chain of command vital in live production?
- What challenges arise during live broadcasts, and how can they be effectively managed?
- In what ways do preparation and practice impact a production's quality?

**Unit Enduring Understandings:**

- Successful studio productions rely on collaboration and clearly defined responsibilities.
- Every production role is essential to the quality and timing of a live broadcast.
- Communication and preparation are critical to managing time-sensitive environments like live television.
- Leadership and accountability are part of every job, no matter the title.

**Vocabulary:** Director, Producer, Stage Manager, Technical Director, Anchor, Teleprompter Operator, Audio Technician,

Slates, Cut Signal, Live to Tape, Package, Cold Open, Standby, On Air

**Students will be able to:**

- Identify and describe the responsibilities of various studio production roles.
- Demonstrate proper use of studio equipment (audio board, teleprompter, switcher, etc.).
- Collaborate effectively within a production team using appropriate communication techniques.
- Apply the chain of command to solve real-time studio challenges.
- Participate in the planning, scripting, and execution of a professional-quality morning show segment.

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

**Practice each jobs & responsibility (during the morning show)**

<u>Pre-Production Jobs:</u>

*Director- will be distributing the jobs for who will perform each equipment each day (Monday-Friday)*
*Producer- selects two different pieces of content to air during each show (cold open & package)*
*Script Writer- is provided with access to the daily announcements form to add content to the script along with creating creative intros to the packages.*
*Slate Creator - generate the opening slate that informs viewers of the date, block and any additional announcements.*
*Social Media Managers- creating behind the scenes content that promote the upcoming episodes*

<u>Production Jobs:</u>

*Director- oversees all production from the studio to control room*
*Audio Board- controls sound for music and anchors*
*Technical Director (Switcher)- changes camera angles and plays pre-recorded packages*
*Teleprompter- Provides the script in a control matter for the anchors to read*
*Camera Operator- Monitors cameras during production*
*Stage Manager- oversees all production in the studio (anchors, cameras, etc.)*
*Anchors- Recites announcements with professionalism and excitement*

- Role matching based on student strengths/interests
- Visual aids and cue cards
- Modified scripts or paired roles
- Advanced Television students may mentor students during this week
- Pre-recorded segments
- Scaffolded rubrics

## Assessment Evidence

**Formative Assessments:**

- Studio vocabulary quizzes
- Daily role checklists and peer evaluations
- Scriptwriting drafts with teacher feedback
- Informal teacher observations during live rehearsals

**Summative Assessments:**

- Final Role Performance: Students are assessed in a "lead" role during a live or recorded morning show episode.
- Team Evaluation Presentation: Students reflect on how they operated as a team, highlighting communication, leadership, and problem-solving based on their week performance.

**Common Benchmark Assessments:**

- Live Rehearsals (observation)
- Daily Assessment on job performance (during junior takeover)

**Alternative Assessments:**

- Self-assessment reflections in production journals

## Core Instructional & Supplemental Materials

| |
|---|
| Watch examples of previous school years (Youtube) |
| Cameras, Tripods, Tri Caster Switcher, Audio Board, Chromebook, Teleprompter, HDMI Cables, Audio Board, Mac iTunes, Lavalier Microphones, Lighting Kit, Whiteboard, Google Docs, Daily Announcements (Form) |
| Cue Cards & Daily Checklists (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.

- Small group/One to one - 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 - Use of cognates to increase comprehension - 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 - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports

**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

# Unit 7

## Desired Results

**Unit 7: Morning Show Take Over**

**Unit Summary:** Students in this class will take full creative and technical control of the school's morning show for an entire week. Building on their previous training in studio roles, scriptwriting, editing, communication, and live production rehearsal, students will rotate through leadership and support positions to execute five consecutive shows. Each student will be assigned a role based on their strengths and interests; from director and producer to anchor and teleprompter operator. Shows will include both live segments and pre-recorded packages, requiring efficient time management, teamwork, and problem-solving under real production pressures. The goal is to simulate a professional broadcast environment where students must meet strict deadlines, uphold production quality, and engage their school audience with meaningful content. By the end of the week, students will reflect on their performance, provide peer feedback, and analyze the success of their broadcast week.

## 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)*:

- 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****)*:**

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems
- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

**Interdisciplinary Connections:**

**Writing ELA**

- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Reading ELA**

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

**Visual Arts**

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.

## Learning Targets

**Unit Essential Questions:**

- How do the different studio roles contribute to a successful live broadcast?
- Why is effective communication critical during a live or pre-recorded production?
- In what ways does preparation (pre-production) impact performance during the show?
- How can we troubleshoot problems in real time while maintaining professionalism?
- What does it mean to take ownership of a role within a collaborative team?
- How can we engage our audience through consistent and intentional content?
- How does the structure of a broadcast mirror the real-world workflow of media production?

**Unit Enduring Understandings:**

- Live production requires clear communication, collaboration, and rehearsal across multiple studio roles.
- Every studio job plays a critical role in the success of a live or recorded show.
- A well-coordinated broadcast reflects careful planning, timing, and adherence to the production schedule.
- Professionalism, accountability, and adaptability are key to solving real-time challenges in a live environment.
- Pre-production (scripts, graphics, rundowns) and post-production (editing, timing, review) support the success of on-air content.

**Vocabulary:** Director, Producer, Stage Manager, Technical Director, Anchor, Teleprompter Operator, Audio Technician, Slates, Cut Signal, Live to Tape, Package, Cold Open, Standby, On Air

**Students will be able to:**

- Demonstrate the proper requirements for a live production which includes; communication, collaboration, and rehearsal across multiple studio roles.
- Explain the purpose of every studio job and how it plays a critical role in the success of a live or recorded show.
- Analyze how planning, timing, and adherence to a production schedule impact the quality of a broadcast.
- Demonstrate professionalism, accountability, and adaptability when solving real-time challenges during a live show.
- Identify and apply pre-production and post-production elements that contribute the overall success of a broadcast.
- Describe the leadership structure within a media team based on their knowledge of "chain of command".

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

**Leadership Challenge:** Assign a "Producer for the Day" responsible for coordinating team workflow
Rotate leadership and provide a checklist for success; co-lead options for students who need support.

**Morning Show Responsibilities:**
<u>Pre-Production Jobs:</u>
*Director- will be distributing the jobs for who will perform each equipment each day (Monday-Friday)*
*Producer- selects two different pieces of content to air during each show (cold open & package)*
*Script Writer- is provided with access to the daily announcements form to add content to the script along with creating creative intros to the packages.*
*Slate Creator - generate the opening slate that informs viewers of the date, block and any additional announcements.*
*Social Media Managers- creating behind the scenes content that promote the upcoming episodes*
<u>Production Jobs:</u>
*Director- oversees all production from the studio to control room*
*Audio Board- controls sound for music and anchors*
*Technical Director (Switcher)- changes camera angles and plays pre-recorded packages*
*Teleprompter- Provides the script in a control matter for the anchors to read*

*Camera Operator- Monitors cameras during production*
*Stage Manager- oversees all production in the studio (anchors, cameras, etc.)*
*Anchors- Recites announcements with professionalism and excitement*

- Role matching based on student strengths/interests
- Visual aids and cue cards
- Modified scripts or paired roles
- Advanced Television students may mentor students during this week
- Pre-recorded segments
- Scaffolded rubrics

## Assessment Evidence

**Formative Assessments:**

- Job shadow reflection journal
- Pre-show checklists (completed by director/producer)
- Practice run-throughs with peer feedback
- Script submission drafts and revisions
- Completion of Pre-Production jobs

**Summative Assessments:**

- Morning Show Take Over - perform 5 shows; each show showcasing 1 cold open and 1 package
- Reflection Presentation- short video reflecting on each role, challenges, successes, and what they would improve about that week

**Common Benchmark Assessments:**

- Pre-production Jobs
- Morning Show Take Over

**Alternative Assessments:**

- Video diary or vlog describing their experience and what they learned
- One-page summarizing key takeaways from the unit

## Core Instructional & Supplemental Materials

Camera, Tripods, Lav Microphones, Headsets, Tricaster Switcher, Teleprompter, Audio Board, Whiteboard, Google Docs, Lighting Kit, Youtube LIVE, Mac computers

Daily Announcement Form (Access to Responses)

## 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 - 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.

- 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 - 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

# Unit 8

## Desired Results

**Unit 8: Shorts, Reels & Vertical Storytelling**

**Unit Summary:** Students will use their previously learned video production skills including framing, sequencing, audio, and editing to create dynamic, short-form videos optimized for vertical platforms. Rather than chasing trends or virality, students will focus on the intentional design behind fast-paced storytelling. While commonly associated with mobile devices, students will instead learn how to professionally film horizontal footage with school equipment and later convert their projects into vertical format using a desktop editing software. Students will apply their knowledge to create high-impact short videos with a strong narrative or message.

## 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.).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

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

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

**Interdisciplinary Connections:**

**ELA**

- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Visual Arts**

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art- making approaches to create meaningful works of art or design.
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.

## Learning Targets

**Unit Essential Questions:**

- How does short-form storytelling differ from traditional long-form video?
- What makes a short-form video engaging and meaningful—not just viral?
- In what ways does vertical formatting change how we frame and compose a shot?
- What storytelling techniques work best when time is limited?
- Why is it important to focus on craft over trends when creating digital content?

**Unit Enduring Understandings:**

- Short-form storytelling requires intentional design choices.
- Vertical video formats influence how stories are framed, edited, and consumed on digital platforms.
- Fast-paced content can still be meaningful, creative, and emotionally resonant when built on strong fundamentals.
- The editing process plays a crucial role in shaping audience engagement and narrative clarity in short-form content.
- Adaptability and creativity are essential when applying traditional film skills to modern digital media platforms.

**Vocabulary:** short-form content, reels, shorts, stories, vertical format (19:6), call to action, public service announcement,

retention rate

**Students will be able to:**

- Identify the core elements of short-form storytelling and explain how vertical video differs from traditional formats in structure and audience engagement.
- Analyze the pacing and narrative hooks used in successful Reels, Shorts, and vertical videos to maintain viewer attention.
- Plan and storyboard a vertical short-form video, incorporating a clear beginning, middle, and end within 30–60 seconds.
- Set up editing software settings to properly format videos in a 9:16 aspect ratio for vertical content.
- Reflect on the effectiveness of their short-form content, identifying strengths and areas for growth in their storytelling and editing choices.
- Understand and respect digital platform norms, without focusing on "going viral," but rather on storytelling, creativity, and audience awareness.

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

**8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.**

**Public Service Announcement**
*Students will produce a short form video that could be potentially posted on multiple social media platforms. Students will focus their topic on climate change issues happening in the world today.*

## Assessment Evidence

**Formative Assessments:**

- Storyboard Sketch (PSA)
- Classroom Discussion- *What storytelling techniques work best when time is limited?*
- Student Participation- Editing & Filming
- Hook Writing Script
- PSA Research Worksheet
- Peer Review - PSA Rough Cut
- Exit TIcket - *Compare & Contrast Youtube Shorts VS Instagram Reels*

**Summative Assessments:**

- Public Service Announcement (Climate Change)

**Common Benchmark Assessments:**

Hook Script

PSA Research

PSA Video

**Alternative Assessments:**

PSA Presentation (Google Slides or Canva)

| Core Instructional & Supplemental Materials |
| --- |
| Camera, Tripod, Wireless Microphone, SD Card, Mac Computer, Final Cut Pro X<br>Google Slides, Canva |
| Public Service Announcement 101 - Source = What is a PSA? |
| Bill Nye - PSA<br>Climate Change EPA<br>5 Things We Can Do |

Horizontal vs Vertical

## 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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- Small group/One to one - Additional time - 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 - 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: Storytelling with Music**

**Unit Summary:** Students will explore the role of music in visual storytelling by creating both a short music video and a series of trending music edits. Through analyzing professional music videos, experimenting with editing on the beat, and studying how music shapes mood, students will learn to align visual elements with audio to enhance emotion, pacing, and narrative.

## 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)*:<br>• 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.).<br>• 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***):**<br>• 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.<br>• 8.1.12.CS.2: Model interactions between application software, system software, and hardware.<br>• 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. |
| **Interdisciplinary Connections:**<br>• ELA-Literacy.W.9-12.4, CCRA.W.4 Produce clear and coherent writing that is appropriately organized.<br>• ELA-Literacy.W.9-12.5, CCRA.W.5 Plan, revise, edit, rewrite or try a new approach.<br>• ELA-Literacy.W.9-12.6, CCRA.W.6 Use technology to produce and publish shared writing products.<br>**Visual Arts:**<br>• 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. |

| Learning Targets | |
|---|---|
| **Unit Essential Questions:**<br>• How does music influence the mood, pacing, and emotional impact of visual storytelling?<br>• What makes a music video visually compelling and memorable? | **Unit Enduring Understandings:**<br>• Music is a powerful storytelling tool that can elevate emotion, tension, and tone in video production.<br>• Effective editing to the beat enhances viewer engagement and creates a rhythmic flow. |

| | |
|---|---|
| • How can rhythm and editing techniques be used to create seamless visual and audio alignment?<br>• In what ways do trending sounds shape audience engagement and media consumption?<br>• How do visual choices support or enhance the story told through lyrics or musical tone? | • Music videos and trending edits require intentional visual choices that reflect the audio's tone, lyrics, and energy.<br>• Storytelling through music videos can blend narrative, performance, and symbolism to convey deeper meaning.<br>• Trends in music and social media formats influence how stories are told, consumed, and shared. |
| **Vocabulary:** Beat Mapping, Sync Cut / Jump Cut, Match Cut, Mood / Tone, Rhythm Editing, Conceptual vs. Narrative, Audio Peaks / Waveform, Visual Hook, Mark Tool, Performance, Abstract | |
| **Students will be able to:**<br>• Analyze how music enhances emotion and pacing in video<br>• Sync video clips to music using beat mapping and visual rhythm<br>• Edit short-form vertical videos using trending audio effectively<br>• Understand the legal and ethical use of music in media projects | |
| **Learning Activities & Differentiation:** *(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*<br><br>**1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.**<br><br>Music Video Project-must have narrative or conceptual theme, syncs visuals with music rhythm, includes minimum 3 camera angles and story arc<br>Trending Music Edit- Uses school-appropriate trending audio, must hook the audience in the first 3 seconds, includes transitions, pacing, and visual creativity | |

- Visual Learners: Use color-coded beat maps, visual storyboard templates
- Audio Learners: Focus on rhythm and emotional pacing through sound
- Collaborative Learners: Team roles for filming/editing
- Advanced Learners: Add motion graphics or lyric overlays
- Support Learners: Offer shot templates, editing presets, and pacing tutorials
- Choice of Pre-Production: Students will have the option to either write a script or storyboard their music video

## Assessment Evidence

**Formative Assessments:**

- Classroom Discussion- Compare & Contrast Narrative vs Abstract music videos
- Think-Pair-Share
- Student Observation- during pre-production and post production
- Music Video Script & Storyboard
- Music Tools & Storytelling Review (Kahoot)

**Summative Assessments:**

- Music Video Project
- Trending Music Edit

**Common Benchmark Assessments:**

- Script & Storyboard (Music Video)
- Music Video Project Rough Cut

**Alternative Assessments:**

- "TRL Style" Presentation- Students will compile the most trending songs (top 10) by creating a 1 minute video previewing each song (audio) with supplementary video to match the song. This can be either made in video form or a slide show presentation.

| Core Instructional & Supplemental Materials |
| --- |
| cameras, tripods, sd cards, headphones, hard drives, props (provided by students), final cut pro x |
| google slides/google docs for script writing/storyboarding |
| Editing on a Beat (Presentation) |

## 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 10

## Desired Results

**Unit 10: Highlight Reel & Portfolio**

**Unit Summary:** Students will compile and showcase their best work from the school year by creating a personalized digital portfolio using Google Sites. The goal is for students to reflect on their growth as content creators, organize their projects professionally, and establish an online presence that can be used for college, internships, or job opportunities. Students will learn basic HTML embedding (through copy-paste methods), layout design, and the principles of visual branding. The unit will also include the creation of a "Highlight Reel" — a 1-2 minute video montage of their best clips or bloopers edited together.

## 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.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)*:**

- 8.2.12.NT.2: Redesign an existing product to improve form or function.
- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

**Interdisciplinary Connections:**

**ELA:**

- 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.

**Visual Arts:**

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • What makes a digital portfolio effective and professional?<br>• How can I present my creative work in a way that reflects my growth and skill set?<br>• What elements create a compelling highlight reel? | • A digital portfolio is a powerful tool for self-promotion and reflection.<br>• Visual consistency and clean layout enhance how content is perceived.<br>• Highlight reels require strong pacing, music synchronization, and a cohesive message. |

**Vocabulary:** Digital Portfolio, Blooper Reel, Highlight Reel, HTML Codes, Google Sites, Branding, Visual Identity, Embed, Layout Design, Multimedia

**Students will be able to:**

- Organize and curate a digital portfolio using Google Sites
- Embed video and other multimedia using HTML copy/paste techniques
- Design a cohesive layout with attention to branding and usability

- Edit a 1–2 minute highlight reel showcasing their best work

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

- Site walkthroughs and scaffolded tutorials for Google Sites and HTML embedding
- Small group feedback rounds
- Optional design templates for students needing more structure
- Extended time or alternative software options for editing
- Graphic organizers to help plan site layout and content

## Assessment Evidence

**Formative Assessments:**

- Portfolio site draft check-ins (layout, embedded media, navigation)
- Rough cut of highlight reel
- Peer feedback forms

**Summative Assessments:**

- Completed Google Site portfolio with homepage, about page, and project sections
  Final edited highlight reel (1–2 minutes)
- Reflection on personal growth as a storyteller

**Common Benchmark Assessments:**

- Google Site Portfolio

- Highlight Reel

**Alternative Assessments:**

- Students will compile a short reel and upload it to shared drive - no site needed.
- Reflection Journal- Students will reflect on all of the projects they produced

## Core Instructional & Supplemental Materials

Hard drive, Shared Drive, Final Cut Pro X, Google Sites, SD Cards

Quack It- HTML Codes

Google Site Templates

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