



**Technology Education  
Grades 9 - 10  
TV I**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies,  
and materials as per an individual student's Individualized Educational  
Plan (IEP)*

**Approved by the Wayne Township Board of Education at the regular  
meeting held on November 15, 2018.**

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 TV I
<b>Unit Plan Title:</b>	Unit 1 Introduction to the TV Studio
<b>Time Frame</b>	2-3 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

- ***21st Century Life and Careers***
- ***1.2 Generating and conceptualizing ideas.***
- ***1.2 Organizing and developing ideas.***
- ***1.5 Performance Expectations***
- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
- **9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

**Unit Summary**

- This is an introductory course for all students seeking a strong foundation in and an outlet for creative expression through television production. Students will learn how to understand and gather news as well as write broadcast copy and news leads. Students will be exposed to a full spectrum of video tools, techniques, equipment, planning and materials. Students will have a hands-on experience and learn how to operate professional in-studio and on location TV equipment. Students will work as crew members for in-studio and on location shoots. They will also use problem-solving skills to create and produce original programs. It is also highly recommended for students with an interest in Media Arts or Communication related careers.
- Introduction to the studio and control room through vocabulary, lecture and equipment demonstration will be included

## Standard Number(s)

### Progress Indicators- Reading and Writing Standards Grades 9-10

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.

1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors

2.2.12.LF.8). • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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,

## Essential Question(s)

- 1. Television impacts and reflects society.

- 2. Why study television production? How has television impacted society in the past? How will television impact society and your life in the next 10, 20, and 30 years?
- 3. How does a camcorder work? How can you utilize a camcorder to convey your broadcast message? How can you edit without a computer?
- 4. What is the importance of pre-production?
- 5. Messages reflect purpose and audience; the target audience affects scripting and storyboarding.
- 6. What is news? How do you acquire news? How do you report news?
- 7. Who makes up a TV studio crew? How do they work together to produce a show? Why is teamwork essential? What does it take to collaborate with others? Who makes up a TV studio crew? How do they work together to produce a show?
- 8. What are the responsibilities of a director and producer?
- 9. How can post-production editing help or hinder your broadcast message?

### Enduring Understandings

1. Students will understand terminology and vocabulary of the TV Studio
2. Having a clear idea of the TV process

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E T A	Creativity and Innovation
	Environmental Literacy	E T A	Critical Thinking and Problem Solving
	Health Literacy	E T A	Communication
X	Civic Literacy	E T A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will demonstrate effective communication skills in their roles as production team leaders.

- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
- Develop and initiate organizational skills for pre-production, production, and post-production responsibilities.
- Design and implement timelines for production development.

**Assessments (Pre, Formative, Summative, Other)**  
*assessments with an \**

**Denote required common**

Compare and contrast student productions with professional video productions.  
 Screenings: students will analyze and critique the programming and videos they created.  
 Design, track, and manage time – deadlines, total airtime, and broadcast restrictions.  
 Rubrics: teacher, producer, and self evaluations  
 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

*Activities*

TV I is an engaging, hands-on course offered in a workshop environment that replicates the real life activities of an actual broadcast studio. All student activities will be directed toward the production of broadcast quality programming for various digital outlets including YouTube and Cable Television, and will include the following:

This Unit will run at the start of the school year.  
 All Unit 1 Teaching and Learning Activities will be carried out.

- A. Planning and facilitating production meetings
- B. Delegating shooting schedules
- C. Reviewing and critiquing recordings
- D. Communicating with teachers and administrators during each phase of a production
- E. Organizing the promotion of programming
- F. Providing technical support/ trouble-shooting with productions

*Differentiation Strategies*

- Individual and collaborative research, design and problem solving
- Student interest and skill level assessment
- Individual, small group, and large group instruction
- Differentiated checklists and rubrics
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

**Resources**

- Studio and its equipment.
- Camcorders

- Batteries
- Tripods
- Computers with internet access.

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 TV I
<b>Unit Plan Title:</b>	Unit 2 Script Writing
<b>Time Frame</b>	3 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

- ***21st Century Life and Careers***
- ***1.2 Generating and conceptualizing ideas.***
- ***1.2 Organizing and developing ideas.***
- ***1.5 Performance Expectations***
- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

### **Unit Summary**

- Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
- Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.

### **Standard Number(s)**

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.

1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors

2.2.12.LF.8). • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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,

### **Essential Question(s)**

1.What is the importance of pre-production?

### **Enduring Understandings**

**1.Messages reflect purpose and audience; the target audience affects scripting and storyboarding.**

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E T A	Creativity and Innovation
	Environmental Literacy	E T A	Critical Thinking and Problem Solving
	Health Literacy	E T A	Communication
X	Civic Literacy	E T A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will demonstrate effective communication skills in their roles as production team leaders.
- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
- Develop and initiate organizational skills for pre-production, production, and post-production responsibilities.
- Design and implement timelines for production development

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common*

*assessments with an \**

Compare and contrast student productions with professional video productions.  
 Screenings: students will analyze and critique the programming and videos they created.  
 Design, track, and manage time – deadlines, total airtime, and broadcast restrictions.  
 Rubrics: teacher, producer, and self evaluations  
 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

*Activities*

TV I is an engaging, hands-on course offered in a workshop environment that replicates the real life activities of an actual broadcast studio. All student activities will be directed toward the production of broadcast quality programming for various digital outlets including YouTube and Cable Television, and will include the following:

Students will script and storyboard various types of programs including interviews, demonstrations, and news programs.



	<p>Students will then produce select programs they scripted and storyboarded.</p> <p>Analyze and critique student videos execution of pre-production.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>• Individual and collaborative research, design and problem solving</li> <li>• Student interest and skill level assessment</li> <li>• Individual, small group, and large group instruction</li> <li>• Differentiated checklists and rubrics</li> <li>• Level of independence</li> <li>• <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>• <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>• <a href="#">Differentiation Strategies for ELL Students</a></li> <li>• <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<b>Resources</b>	
<p>Studio and its equipment.</p> <p>Camcorders</p> <p>Batteries</p> <p>Tripods</p> <p>Computers with internet access.</p> <p>Blank Storyboards</p> <p>Blank Script</p> <p>Templates</p> <p>Sample News Reports</p> <p>Demonstration videos</p>	

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 Television Production I
<b>Unit Plan Title:</b>	UNIT 3: Public Service Announcement
<b>Time Frame</b>	6 weeks
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<ul style="list-style-type: none"> <li>• <b><i>21st Century Life and Careers</i></b></li> <li>• <b><i>1.2 Generating and conceptualizing ideas.</i></b></li> <li>• <b><i>1.2 Organizing and developing ideas.</i></b></li> <li>• <b><i>1.5 Performance Expectations</i></b></li> </ul>	

- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

### Unit Summary

- For the first television production assignment, students will be asked to produce a 30 second *PSA*. This will be their first graded television assignment. Emphasis will be placed upon your ability to conceptualize and visualize some type of public awareness message to the viewing audience at home. Selected *PSA*'s will be broadcast during our regularly scheduled programming throughout the year.

### Standard Number(s)

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

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1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors

2.2.12.LF.8). • 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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,

### Essential Question(s)

- What is a PSA
- Who is the crew
- What is your message
- Did you get the message across
- How can I influence opinions on social, global, economical and local issues?
- Anyone is capable of making an impact on our societies' understandings and opinions on any issue.

### Enduring Understandings

The challenge of video production is to effectively combine three major media: sound, image and time to create a unified message.

- Video is a powerful medium for telling stories of all kinds.
- There are many discrete disciplines within the film/video field that have been traditionally divided into different jobs (division of labor).
- The development of digital video tools has broken barriers between the traditional film making roles, and has also expanded the possibilities for who can become a successful filmmaker.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply.  
**21<sup>st</sup> Century Themes**

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

**21<sup>st</sup> Century Skills**

X

**Global Awareness**

E

T

A

**Creativity and Innovation**

	<b>Environmental Literacy</b>
	<b>Health Literacy</b>
X	<b>Civic Literacy</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>

E T A	<b>Critical Thinking and Problem Solving</b>
E T A	<b>Communication</b>
E T A	<b>Collaboration</b>

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
- Develop and initiate organizational skills for pre-production, production, and post-production responsibilities.
- Design and implement timelines for production development

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Compare and contrast student productions with professional video productions.  
 Screenings: students will analyze and critique the programming and videos they created.  
 Design, track, and manage time – deadlines, total airtime, and broadcast restrictions.  
 Rubrics: teacher, producer, and self evaluations  
 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

*Activities*

TV I is an engaging, hands-on course offered in a workshop environment that replicates the real life activities of an actual broadcast studio. All student activities will be directed toward the production of broadcast quality programming for various digital outlets including YouTube and Cable Television, and will include the following:

A. Pre-production meeting and planning.

B. **Step 1:** Write a 30 second PSA.

- What is the issue that you are calling our awareness to? Be brief, this is a 30 second PSA... include only the important issues.

- Your script must include actual facts, statistics, examples, illustrations, expert testimony, etc. that supports your call to action (research required).

- What message will you be telling the viewers? (Slogan... “*Don’t Do Drugs*”). In other words, show us that a problem exists and then provide us with a solution to that problem.
- Who should we contact? (Provide your viewers with the name and address of some individual, agency, or organization that we can contact)

**Step 2:** Find three-color photographs (5X7 or larger), which will further illustrate your message. All photos must be mounted on construction paper.

**Step 3:** Find appropriate music to be played under your dialogue. I suggest instrumental recordings rather than something with lyrics. Should you choose music with lyrics, the lyrics must reinforce the message. Remember, all music is protected by copyright; you do not have permission to use someone else’s work. Check out [freeplaymusic.com](http://freeplaymusic.com) for useful 30 second downloads (burn them to a CD or save them to some “other” digital audio device that can be brought to class).

**Step 5:** Create two electronic graphics to be used somewhere in your PSA (slogan & contact individual, agency, or organization).

**Step 6:** Create a *storyboard* depicting the sequence of shots (minimum, **five shots**). Simply put, a *storyboard* is a sequence of still pictures deliberately arranged to represent the events of a story, which will be filmed, in the order they will be finally edited and screened. Your storyboard will include: A visual depiction of each shot (stick figures drawn in proportion are acceptable), the type of shot (CU, HS, MS, LS, etc.), any camera movements (pan, tilt, zoom, etc.), all electronic transitions (cut, wipe, dissolve, etc.), the correct placement of graphics, and all dialogue that accompanies that particular shot.

- Establishing shot (sets the tone of your PSA)

Talent (shots should be varied; include at least one shot where the camera slowly zooms in/out for effect).

- Props/photographs (here too, shots should vary; zoom in/out, tilt up/down, pan left/right for emphasis)
- Placement of graphics (the slogan you want us to adopt as well as the name and address of a person, organization, or agency you want us to contact).

Note: graphics can be made to crawl across the bottom of the screen as well as scroll up the screen for special emphasis.

- Closing shot... this is the “denouement” or final moment to remember. What image/message do you want to leave your audience with?

**Go to:** <http://www.mercedes.wa.edu.au/Media/howto.html> to discover how the professionals do it!

*Differentiation Strategies*

- Individual and collaborative research, design and problem solving
- Student interest and skill level assessment
- Individual, small group, and large group instruction

- Differentiated checklists and rubrics
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

## Resources

- Script, storyboard, graphic sheet, crew sheet

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 TV I
<b>Unit Plan Title:</b>	UNIT 4 - Newscast
<b>Time Frame</b>	2 months

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

- **21st Century Life and Careers**
- **1.2 Generating and conceptualizing ideas.**
- **1.2 Organizing and developing ideas.**
- **1.5 Performance Expectations**
- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
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- **Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

**Unit Summary**

- Students will be asked to produce a 4-5 minute newscast. This will be their second graded television assignment. Emphasis will be placed upon their ability to conceptualize and visualize news script writing as well as how a newscast flows. Organizational along with time management skills will be highlighted throughout the unit as these will be a major key to the success of the unit

**Standard Number(s)**

- ● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 
- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
-

- 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
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- ● 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
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- 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
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- ● 1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
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- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
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- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Essential Question(s)

- What is a newscast
- What is the role of an anchor
- What is the importance of the teleprompter
- What is a roll-in
- Why is timing so important
- What technical functions in the control room are essential to production
- How does one determine what production positions are needed to create a program?
- How do you ensure that the production is an accurate portrayal of the script?
- What determines proper camera placement for a show?

### Enduring Understandings

1. A television show's crew is comprised of many interrelated positions in both the control room and studio floor.
2. Camera placement is important to the type of show being produced.
3. A script is an integral part of a show's production.



**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
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	Health Literacy	E T A	Communication
X	Civic Literacy	E T A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
- Develop and initiate organizational skills for pre-production, production, and post-production responsibilities.
- Design and implement timelines for production development

**Assessments (Pre, Formative, Summative, Other)**  
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**Denote required common**

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 Rubrics: teacher, producer, and self evaluations  
 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

<i>Activities</i>	<p>TV I:</p> <p><b>Step 1:</b> Create the Student Produced Video Roll-in</p> <ul style="list-style-type: none"> <li>• The process starts by first conceptualizing an idea, either a positive or negative situation that is occurring in the school</li> <li>• The idea must adhere to all rules concerning recording in the school</li> </ul>
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- What ideas will be acceptable? (hallway safety, random acts of kindness"). In other words, create a problem or good experience to be documented
- Scout your location first and document 20 different shots to be recorded. Include close-ups, wide shots, 3 shots that can have motion (zooming)
- Record your in camera edit (Record only what you want (no garbage) ) Practice your zooms before recording, record in the order the shots will be seen. Use a tri-pod

**Step 2:** Find an actual current event from a newspaper or the internet and write a 30-60 second script.

**Step 3:** Find appropriate music to be played under your video roll-in as well as for throws and intro. I suggest instrumental recordings rather than something with lyrics. Remember, all music is protected by copyright; you do not have permission to use someone else's work. Use [www.positionmusic.com](http://www.positionmusic.com) for useful downloads (download 3 different cuts and re-name them using your name and save them to the server.

**Step 5:** Create electronic graphics to be used during the newscast (news title, names of anchors, 2 information graphics to help support your current event).

**Step 6:** Create teleprompter scripts for the following

- open
  - video roll in intro
- video roll-in outro
- throw to break previewing next segment
- intro for current event
- newscast close

**Step 7:** Create a *storyboard* depicting the sequence of shots. Simply put, a *storyboard* is a sequence of still pictures deliberately arranged to represent the events of a story, which will be filmed, in the order they will be finally edited and screened. Your storyboard will include: A visual depiction of each shot (using google images) the type of shot (CU, HS, MS, LS, etc.), any camera movements (pan, tilt, zoom, etc.), all electronic transitions (cut, wipe, dissolve, etc.), the correct placement of graphics, and all dialogue that accompanies that particular shot.

- Establishing shot (sets the tone of your PSA)
- Talent (shots should be varied; include at least one shot where the camera slowly zooms in/out for effect).
- Props/photographs (here too, shots should vary; zoom in/out, tilt up/down, pan left/right for emphasis)

	<ul style="list-style-type: none"> <li>· Placement of graphics (the slogan you want us to adopt as well as the name and address of a person, organization, or agency you want us to contact).</li> </ul> <p>Note: graphics can be made to crawl across the bottom of the screen as well as scroll up the screen for special emphasis.</p> <ul style="list-style-type: none"> <li>· Closing shot... this is the “denouement” or final moment to remember. What image/message do you want to leave your audience with?</li> </ul> <p style="text-align: center;"><b>Go to: <a href="#">News Writing - The Basics of News Writing</a></b> to discover how the professionals do it!</p> <p><b>Step 8</b> Record the newscast within 30 minutes of the allotted period</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Individual and collaborative research, design and problem solving</li> <li>● Student interest and skill level assessment</li> <li>● Individual, small group, and large group instruction</li> <li>● Differentiated checklists and rubrics</li> <li>● Level of independence</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Final Cut Pro</li> <li>● Adobe Photoshop</li> <li>● Adobe Premiere</li> </ul>	

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 TV I
<b>Unit Plan Title:</b>	UNIT 5 - Short Story/ Intro to Editing
<b>Time Frame</b>	1 month
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<ul style="list-style-type: none"> <li>● <i>21st Century Life and Careers</i></li> <li>● <i>1.2 Generating and conceptualizing ideas.</i></li> <li>● <i>1.2 Organizing and developing ideas.</i></li> </ul>	

- **1.5 Performance Expectations**

- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

### Unit Summary

- Students will be asked to produce a 4-5 minute short story with no dialogue. This will be their third graded television assignment. Emphasis will be placed upon their ability to conceptualize and visualize how the story develops, flows, and ends. Organizational along with time management skills will be highlighted throughout the unit as these will be a major key to the success of the unit

### Standard Number(s)

- 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors
- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- 1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
- 1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
- 8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Essential Question(s)

- What is a short story
- Who writes them
- Why do they matter?
- Where should you record
- What should you record
- Why should you plan
- Does music play an important role

### Enduring Understandings

1. Understanding the genre of the short story Utilizing literacy strategies to enhance our experience
2. Understanding Analyzing literature Conducting research and making biographical connections
3. Using technology to share our ideas and understanding

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	E T A	<b>Creativity and Innovation</b>
	<b>Environmental Literacy</b>	E T A	<b>Critical Thinking and Problem Solving</b>

X
X

Health Literacy

Civic Literacy

Financial, Economic, Business, and Entrepreneurial Literacy

E
T
A
E
T
A

Communication

Collaboration

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
- Develop and initiate organizational skills for pre-production, production, and post-production responsibilities.
- Design and implement timelines for production development

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

*Denote required common*

Compare and contrast student productions with professional video productions.  
 Screenings: students will analyze and critique the programming and videos they created.  
 Design, track, and manage time – deadlines, total airtime, and broadcast restrictions.  
 Rubrics: teacher, producer, and self evaluations  
 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

*Activities*

TV I:

Produce, Direct, Shoot and Edit a 4 – 7 minute short film with at least one character and location. Your film should combine **at least two** of these elements of cinematic storytelling:

- Action – The movement of the character (s) flows from one shot into the next. Fast editing and a variety of angles and camera movements establish the pace of the sequence. A mix of close up shots keep the audience close to the action, while wide shots establish location.
- Cross-Cutting – Two stories are occurring at the same time in different places. Cut between them.
- Flashback – A character in the present flashes back to something in the past. It can be just a few shots or glimpses, or a full scene. Another version of this is a “flash forward,” which could be a character daydreaming about what could be.
- Voiceover Narration – We see the world from a characters point of view and hear their “inner monologue” as they comment on the world or tell their story. They can be commenting on what is happening right then, or their past. They are speaking directly to the

audience. Or, the Narrator can be omniscient and anonymous – a commentator taking us through the story.

**Locations:** You can shoot this assignment on campus, or take a camera for the weekend and shoot it off campus.

**Actors:** Your actors can be students in our class or students from outside the class.

## STEPS

*To produce your film, do the following:*

1. Get together with one or two other students in the class to form a crew.
2. Brainstorm ideas.
3. Type a one paragraph “summary” or “synopsis.”
4. Type a “step outline.” This is just a numbered list of what happens in your film. Be as detailed as possible—don’t leave out any plot points.
5. Draw a storyboard. It should contain every shot you can think of. (Scroll down to the “Action Sequence” assignment below for the storyboard form. You can print and use this form.)
6. Give your film a title.
7. Type a “Pre-Production Packet” that contains:
  1. The pieces you’ve already completed—your summary, step outline, and storyboard.
  2. A crew list. You are strongly advised to share contact information with your fellow crew members so you can communicate about this project outside of class.
  3. A list of main characters, with a one-sentence description of each. (it may be just one character). Who will you cast in these roles?
  4. A list of locations. Where are you shooting?
  5. A list of props (items) and costumes you will need for your film.
  6. A list of equipment you will need to shoot your movie.
  7. A production schedule. Do you plan to shoot in class? What days? Outside of class? How long will it take? Look at a calendar with your crew to come up with a shooting schedule. Refer to my Calendar for Video Production I on this website to see the Short Film deadlines.

<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Individual and collaborative research, design and problem solving</li> <li>● Student interest and skill level assessment</li> <li>● Individual, small group, and large group instruction</li> <li>● Differentiated checklists and rubrics</li> <li>● Level of independence</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>● Final Cut Pro</li> <li>● Adobe Premiere</li> </ul>	

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 9/10 TV I
<b>Unit Plan Title:</b>	UNIT 6 - News Feature
<b>Time Frame</b>	1 month

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

- ***21st Century Life and Careers***
- ***1.2 Generating and conceptualizing ideas.***
- ***1.2 Organizing and developing ideas.***
- ***1.5 Performance Expectations***
- **8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts
- **9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

**Unit Summary**



- Students will be asked to produce a 4-5 minute news feature. This will be their fourth graded television assignment. Emphasis will be placed upon their ability to know and understand the interviewing process. Organizational along with time management skills will be highlighted throughout the unit as these will be a major key to the success of the unit

### Standard Number(s)

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

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

1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

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1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors

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### Essential Question(s)

- What is a news feature
- What activity should you choose

- Who should you interview
- What questions should you ask
- What video should you record
- 

### Enduring Understandings

1. A news feature helps to define and place a positive spin on an activity
2. Paying attention to schedules and time management help determine the activity
3. Students chosen to be interviewed should meet the criteria based upon the questions
4. Intelligent well thought questions will generally get the required results

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E T A	Creativity and Innovation
	Environmental Literacy	E T A	Critical Thinking and Problem Solving
	Health Literacy	E T A	Communication
X	Civic Literacy	E T A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will work to produce independent television programming.
- Students will analyze and critique the programming and videos they created.
- Compare and contrast student productions with professional video productions.
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### Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

Compare and contrast student productions with professional video productions.  
Screenings: students will analyze and critique the programming and videos they created.

Design, track, and manage time – deadlines, total airtime, and broadcast restrictions.

Rubrics: teacher, producer, and self evaluations

Contribution reports and evaluations submitted to segment producers

### Teaching and Learning Activities

<i>Activities</i>	TV I: Students will form groups of two that will perform the following duties. <ol style="list-style-type: none"><li>Brainstorm and select an idea that can be made into a news story</li><li>Research the idea through conducting pre-interview questioning with the people involved</li><li>Write questions to ask in an interview setting</li><li>Tape an interview using proper shooting techniques</li><li>Tape b-roll that will correlate to the interviews (min 15)</li><li>Create a spine by determining from the interview answers what best tells the story</li><li>Select a minimum of 3 cuts of music from Position music</li><li>take a minimum of 5 pictures to be used with Photoshop. These pictures will be integrated into 5 graphics</li><li>Record a transition shot or two</li></ol>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"><li>● Individual and collaborative research, design and problem solving</li><li>● Student interest and skill level assessment</li><li>● Individual, small group, and large group instruction</li><li>● Differentiated checklists and rubrics</li><li>● Level of independence</li><li>● <a href="#">Differentiation Strategies for Special Education Students</a></li><li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li><li>● <a href="#">Differentiation Strategies for ELL Students</a></li><li>● <a href="#">Differentiation Strategies for At Risk Students</a></li></ul>

### Resources

- Final Cut Pro
- Adobe Premiere
- Adobe Photoshop