



**Technology Education**  
**Grade 10 - 12**  
**TV II**

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>	<b>Technology Education 10/11/12 TV II</b>
<b>Unit Plan Title:</b>	<b>Unit 1 Adobe Photoshop</b>
<b>Time Frame</b>	<b>10-12 Months</b>
<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>21st Century Life and Careers</b></li> <li>● <b>1.2 Generating and conceptualizing ideas.</b></li> <li>● <b>1.2 Organizing and developing ideas.</b></li> <li>● <b>1.5 Performance Expectations</b></li> <li>● <b>8.2 Design Thinking</b> 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</li> <li>● <b>9.2 Career Awareness, Exploration, Preparation and Training.</b> 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.</li> <li>● <b>Standard 9.4 Life Literacies and Key Skills.</b> 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.</li> <li>● <a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 9-10)</u></a></li> </ul>	
<b>Unit Summary</b>	
<ul style="list-style-type: none"> <li>- <b>Students will utilize Photoshop to better their projects through the use of creating lower third, full page and half page graphics. An emphasis on understanding the difference between foreground and backgrounds will be emphasized</b></li> </ul>	
<b>Standard Number(s)</b>	
<p>1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</p> <p>1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.</p> <p>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.</p>	

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

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)

- How does graphics improve the overall video
- What is a lower 3rd
- What makes a professional looking graphic
- What fonts work the best

#### Enduring Understandings

1. Clear use of graphics will translate into a more professional looking end result
2. Identifying what needs to go into the lower 3rd graphic
3. How well a foreground and background separate will go a long way to looking more professional

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	ET	Creativity and Innovation
	Environmental Literacy	A	
	Health Literacy	ET	Critical Thinking and Problem Solving
		A	
X	Civic Literacy	ET	Communication
		A	
X	Financial, Economic, Business, and Entrepreneurial Literacy	ET	Collaboration
		A	

**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 II 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 will include the following:

- Locate a style of graphic that you like from the internet
- Create a file size equivalent with HD (1920 x 1080 )
- Design a background that has symbolic elements that have to do with the theme of the project
- Utilize the blur effect as well as the watermark method in creating the desired background
- Select an image from a picture taken by the student and proceed to cut out the image using one of the following methods (quick selection, magnetic lasso or quick selection tools)
- Understand clear font choices that include drop shadow's
- Have clear and simple statistical information in the graphic area

*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

	<ul style="list-style-type: none"> <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>• Adobe Photoshop</li> </ul>	

<b>Content Area/ Grade Level/ Course:</b>	Technology Education 11/12 TV II
<b>Unit Plan Title:</b>	Unit 2 ENG Camera recording
<b>Time Frame</b>	10 Months
<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> <li>• <b>8.2 Design Thinking</b> 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</li> <li>• 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.</li> <li>• 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.</li> <li>• <a href="#">Anchor Companion Standards (Reading and Writing Grades 9-10)</a></li> </ul>	
<b>Unit Summary</b>	
Students will know and understand the importance of producing with the camcorder, tripod and correct microphones by setting up and operating all of the ENG equipment	
<b>Standard Number(s)</b>	
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

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

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

1. What does ENG stand for
2. What is the difference between studio and ENG
3. When do you use the hand held mic
4. When do you use the built in or shotgun mic
5. What does XLR mean and its use

#### Enduring Understandings

1. Electronic News Gathering or portable gear
2. Studio cameras are far different in cost and purpose from ENG
3. Correct microphone choices make all the difference when leaving the studio
4. XLR or External Line Return is the main audio cable used in all studio operations

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	ET A	Creativity and Innovation
	Environmental Literacy	ET A	Critical Thinking and Problem Solving
	Health Literacy	ET A	Communication
X	Civic Literacy	ET A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

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

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

*Denote required common assessments with an \**

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

**Teaching and Learning Activities**

*Activities*

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Set up and demonstrate the proper usage of the following:

- Camera
- Tri-pod
- Battery
- Audio cable
- SD card
- Hand Held microphone
- Biult in or Shotgun microphone
- Camera audio settings

<p><b><i>Differentiation Strategies</i></b></p>	<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>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Panasonic Camcorder</li> <li>● Tripod</li> <li>● SD card</li> <li>● Microphones</li> <li>● Audio cables</li> </ul>	

<p><b>Content Area/ Grade Level/ Course:</b></p>	<p>Technology Education 11/12 Television Production II</p>
<p><b>Unit Plan Title:</b></p>	<p>UNIT 3: Short &amp; Long Form News Magazine Production (272 Berdan )</p>
<p><b>Time Frame</b></p>	<p>2-10 months (Time Frames will vary from project to project. Some students will conduct multiple projects consecutively, while others will be working on different aspects of projects simultaneously)</p>
<p><b>Anchor Standards/Domain*</b> *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</p>	
<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> <li>● <b>8.2 Design Thinking</b> 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</li> <li>● <b>9.2 Career Awareness, Exploration, Preparation and Training.</b> 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.</li> <li>● <b>Standard 9.4 Life Literacies and Key Skills.</b> 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.</li> </ul>	



- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

### Unit Summary

- Pre-production planning; brainstorming and choosing stories
- Story form; the reader, package and feature story
- News/features script writing
- Script review and critiqueing
- Planning equipment needs
- Use of interviews, various voices to tell story
- Shooting the story, B-roll, the visual side
- Audio considerations
- Rough cut to final cut editing process process
- Use of graphics.
- News ethics
- Importance of deadlines

### Standard Number(s)

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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).

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**Essential Question(s)**

- How is writing for the visual media different from writing for print media (electronic journalism)?
- How do advanced video technologies contribute to the success of a video production?
- How can a competent news team effectively develop and communicate a news story?
- How can the design of the set contribute to or detract from the success of the project?
- How can a cooperative team produce a more effective video than an individual?
- How can I develop a broadcast script that sends a clear message and grabs the attention of the viewers?
- How does an effective news story create viewer interest?

**Enduring Understandings**

1. Pre-production, production and post-production success is directly correlated with the roles of self-reliance and the cooperative interactions between each member of the production crew.
2. Time factors determine production and broadcast success.
3. The final production is only as good as the attention to detail within the production.
4. The success of a broadcast is predicated on the success of the production.

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

<i>Check all that apply.</i> 21 <sup>st</sup> Century Themes		<i>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.</i> 21 <sup>st</sup> Century Skills	
X	Global Awareness	ET A	Creativity and Innovation
	Environmental Literacy	ET A	Critical Thinking and Problem Solving
	Health Literacy	ET A	Communication
X	Civic Literacy	ET 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.
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**Assessments (Pre, Formative, Summative, Other)**

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 Contribution reports and evaluations submitted to segment producers

**Teaching and Learning Activities**

*Activities*

TV II 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. Research, scripting, story boarding.
- C. Location shooting (ENG)
- D. Writing voice-overs, and teleprompter reads
- E. Editing segments together
- F. Choosing music that fits the mood of the story
- G. Creating graphics that are relevant to the story
- H. Rough cut review and revision
- I. Reviewing and critiquing the story
- J. Setting up recording schedules
- K. Putting together ENG(portable) equipment kits
- L. Logging and evaluating footage recorded
- M. Coordinating with teacher and administration on final changes
- N. Make changes based on meetings with teacher and admin.
- O. Contact prospective interviewees, prepare engaging questions, conduct interviews

*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**

- Final Cut Pro

- **Adobe Photoshop**
- **Adobe After Effect**

Content Area/ Grade Level/ Course:	Technology Education 11/12 TV II
Unit Plan Title:	UNIT 4 - Documentary Production
Time Frame	6 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
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- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

#### Unit Summary

- **This lesson helps students understand that documentaries are a type of storytelling that explores factual stories and issues using film or video. By the end of the lesson students should know the difference between fact, fiction and opinion, and be prepared to watch documentaries in class.**

#### Standard Number(s)

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#### Essential Question(s)

- Every school has a story to tell – what's ours
- Who is our audience and what is our goal?
- What is the purpose of the story to be told
- What the interview does to spread the message
- What the voice-over or narration does to bridge the message

#### Enduring Understandings

1. Video is a powerful medium for telling stories of all kinds
2. Develop the content towards the audience
3. Answering the essential question correctly corresponds to a successful story

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

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21<sup>st</sup> Century Skills

X

Global Awareness

ET  
A

Creativity and Innovation

	Environmental Literacy
	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

ET A	Critical Thinking and Problem Solving
ET A	Communication
ET A	Collaboration

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

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**Teaching and Learning Activities**

*Activities*

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 Students will complete the following:  
 Choose a topic  
 Collect research  
 Develop questions for interviews  
 Record interviews  
 Record b-roll  
 Collect royalty free music for scoring  
 Create a spine (all interviews and voice-overs minus the b-roll)  
 Edit together with b-roll  
 check audio  
 submit

*Differentiation Strategies*

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- Level of independence
- [Differentiation Strategies for Special Education Students](#)
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#### Resources

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