



Technology Education
Grades 11 - 12
TV III

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**

Content Area/ Grade Level/ Course:	Technology Education 11/12 TV III
Unit Plan Title:	Unit 1 Advanced editing and Recording
Time Frame	10-12 Months
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> ● 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. ● Reading and Writing Grades 11-12 	
Unit Summary	
<ul style="list-style-type: none"> - Utilization of Ronin camera stabilizer - Implementation of Adobe After Effects 	
Standard Number(s)	
<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>	

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

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 the Ronin Stabilizer create a more professional look to your video?
- Where and when should the Ronin be used?
- How does using Adobe After Effects create better programming?

Enduring Understandings

1. An effective utilization of the Ronin will make for a more professional look
2. Implementing After Effects will create that extra touch in creating the more professional look

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

Check all that apply.
21st 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.

21st 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 III 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 concurrently with Units 1 & 2.

All Unit 3 Teaching and Learning Activities will be carried out within the context of Unit 1 and Unit 2 production projects.

- Planning and facilitating production meetings
- Delegating shooting schedules
- Reviewing and critiquing recordings
- Communicating with teachers and administrators during each phase of a production
- Organizing the promotion of programming
- 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

- Final Cut Pro
- Adobe Photoshop
- Adobe After Effect

Content Area/ Grade Level/ Course:	Technology Education 11/12 TV III
Unit Plan Title:	Unit 2 Openers/closers
Time Frame	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 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.
- [Reading and Writing Grades 11-12](#)
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Unit Summary

Students will know and understand the importance of creating professional looking opens for a variety of shows that will be implemented throughout the program using th following:

- Advanced editing techniques
- graphics
- advanced recording techniques (Ronin Stabilizer)

- storyboarding
- scriptwriting

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

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)

1. To what extent should a show/segment rely upon its opening to hook and hold an audience?
2. Why would a closer be regarded with the same importance as an opener?
3. To what extent do audience demographics play a role in the development of an opener's/closer's focus?

Enduring Understandings

1. SWUT a proven/effective opening must hook the viewers and keep them watching.
2. SWUT the most effective form of transitioning between shows is through openers/closers.

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

Check all that apply. 21 st 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 st 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 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 III 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:

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

<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● 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	
<ul style="list-style-type: none"> ● Final Cut Pro ● Adobe Photoshop ● Adobe After Effect 	

Content Area/ Grade Level/ Course:	Technology Education 11/12 Television Production III
Unit Plan Title:	UNIT 3: Short & Long Form News Magazine Production (ie Morning Announcements, The V, 272 Berdan, 30 Minute Drill, Student Voice)
Time Frame	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)
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> ● 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. ● Reading and Writing Grades 11-12 	
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
- Use of graphics.
- News ethics
- Importance of deadlines

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.

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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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1.2.12adv.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 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 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st 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> 21st 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.
- 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 III 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 III
Unit Plan Title:	UNIT 4 - School/District Community Documentary Production (Freshman Orientation, Video Yearbook, Sports Documentaries, District PR Videos)
Time Frame	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)

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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- [Reading and Writing Grades 11-12](#)

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
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- Shooting the story, B-roll, the visual side
- Audio considerations
- Rough cut to final cut editng process process
- Use of graphics.
- Importance of deadlines

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.

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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 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 can interview skills enhance a feature production?

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.
 5. Effective interviewing skills are essential to the success of a feature production.

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

<i>Check all that apply.</i> 21st 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> 21st Century Skills
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	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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Teaching and Learning Activities

Activities

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- Pre-production meeting and planning.
- Research, scripting, story boarding.
- Location shooting (ENG)
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- Editing segments together
- Choosing music that fits the mood of the story
- Creating graphics that are relevant to the story
- Rough cut review and revision
- Reviewing and critiquing the story

	<p>J. Setting up recording schedules</p> <p>K. Putting together ENG(portable) equipment kits</p> <p>L. Logging and evaluating footage recorded</p> <p>M. Coordinating with teacher and administration on final changes</p> <p>N. Make revisions based on meetings with teacher and admin.</p> <p>O. Contact prospective interviewees, prepare engaging questions, conduct interviews</p>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● 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
<p>Resources</p>	
<ul style="list-style-type: none"> ● Final Cut Pro ● Adobe Photoshop ● Adobe After Effect 	