

Burlington County Institute of Technology

Medford Campus

Westampton Campus

CAREER MAJOR PROGRAMS

Course Title: Entertainment Technology

Curriculum Area: CTE

Credits: 5

Board Approved: August 2017

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Entertainment Technology Curriculum - COURSE FRAMEWORK

I. Course of Study (Proposed):

Grade 9

Introduction to Entertainment Technology I (fall)
Video Equipment & Technology (spring)

Grade 10

Television Production (fall) CAP
Writing for the Media (spring)(COM 105)

Grade 11

Editing for the Media (fall) CAP
Studio and Field Production (spring)

Grade 12

Advanced Television Production (fall)
Technical Information & Career Preparation (spring)

II. Program Descriptor:

Entertainment Technologies is a multi-level program designed for students interested in pursuing careers in Television, Video and Filmmaking. This program blends practical, hands-on learning with a firm grounding in visual, audio, and production design. This program prepares students for the ever-changing Television field that includes Broadcast Journalism and Film production. The students will be proficient in applications used for video editing, sound recording, and graphic design.

Program Outcomes:

Graduates of Entertainment Technology possess the skills and competencies required for entry level employment in the Television Industry. The program prepares students for work in the broadcast industry and associated video production opportunities in the expanding TV, video, multimedia, communication and internet fields. With the expansion of digital video and HDTV, DVD's, web streaming and associated media, opportunities exist for employment on production teams, serving as freelancers or operating as independent producers, for corporate content media, instructional and multimedia productions, recording special events, social functions, and a host of varied content and media applications.

Upon satisfactory completion of the course the students will obtain a NOCTI certification in Television Production, and the students are eligible to obtain additional certification in specific field related applications that include but are not limited to the Adobe Certified Associate (ACA) certification.

Students are also eligible to obtain college credit from the College Acceleration Program (CAP) through Rowan College at Burlington County College. Students must be enrolled in one or more of the approved programs, pay RCBC for each 3-4 credit RCBC course, and receive a grade of (70) or higher to receive credit from RCBC.

Course Descriptions:

A. Introduction to Television Production (Grade 9) - One Semester

This course provides a comprehensive understanding of the television production process, how television works, and the stages of production. It presents an introductory understanding of pre-production, production, and post production skills. These techniques include at a basic level: studio equipment, camera operation, lighting application, audio recording, editing and graphic design. This course also

introduces the production staff positions, their primary responsibilities, and the production process as it applies to original content in studio and the field.

B. Video Equipment & Technology (Grade 9) - One Semester

This course continues to promote an understanding of video, audio, and graphic production and technology. It presents an applied understanding of pre-production, production, and post production skills. In this course the lab and studio environment encourages the application of the intermediate skills needed to operate studio equipment, cameras, lights, audio, non-linear editors and graphic design programs.

C. Television Production (Grade 10) - One Semester

Television Production promotes a hands-on and practical understanding of designing a video, audio, and graphic production. This course focuses on the creation of original content using intermediate production techniques and skills. Being able to design, script, plan, and shoot in both studio and field production environments are key skills acquired throughout the course. This course's training also provides an understanding of post-production techniques, including editing and graphic design, that are required in the television production field. The safety principles needed to operate equipment in the studio and the field are also discussed.

D. Writing for the Media (Grade 10) - One Semester

Students taking *Writing for the Media* will be able to identify and use various program formats, compose and organize the components of the program proposal, create program treatments and use various script formats for scripting a variety of program types. Students will experience Newsroom Production and Broadcast Journalism including writing for mainstream and non-mainstream media, researching stories, news writing fundamentals, ethics and news judgement.

E. Editing for the Media (Grade 11) - One Semester

This course encourages an applied understanding of the video editing process and technologies used, including editing systems and program editing techniques. Linear and non-linear editing systems and processes are discussed and techniques for editing action, screen

time, editing audio, transitions, cutaways and B-roll are practiced while editing a variety of program types.

F. Studio and Field Production (Grade 11) - One Semester

Students taking *Studio and Field Production* will be able to understand the requirements of studio and remote shooting, identify the primary equipment required in control room and video suite design, while utilizing general safety precautions related to the handling of cameras and lights. Students will also apply remote shooting techniques for both EFP and ENG news gathering. The students are also trained to solve any shooting issues that arise during remote or studio shoots.

G. Advanced Television Production (Grade 12) - One Semester

After completing this course, students will be able to identify professional quality videotape and tapeless formats, as well as other recordable video and media types. Students will also be able to explain the importance of managing footage using tapeless media. Students will use advanced program techniques such as camera movement and SteadiCam operation to increase impact in their projects. Students will be able to design and use advanced special effects techniques such as Masking and advanced Chroma Key scenes.

H. Technical Information & Career Preparation (Grade 12) - One Semester

After completing this course, students will be able to summarize how the television picture is produced; Explain the function and importance of sync to video equipment during production; Identify the differences between standard definition and high-definition television. Students will understand the difference between interlaced and progressive scan technology; Understand program distribution models including online delivery, DVD, Blu-Ray creation plus program and media distribution. Students will also be prepared for getting into the industry by preparing Résumés and Cover Letters; preparing for Interviews, Networking, Certifications, Video Demo creation and Professional Development.

LEVEL ONE - Introduction to Entertainment Technology - Unit 1: The Television Production Industry

Proficiencies/Standards	Essential Questions	Content:	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p>	<p>How did the television industry grow from a still picture to a digital signal?</p> <p>How did digital technology affect the evolution of the television production industry?</p> <p>Can you identify the different areas of television production?</p> <p>What is the difference between large scale video production companies and small scale video production companies?</p>	<p>The Growth of Television Technology</p> <p>Evolution of the Industry</p> <p>Areas of Television Production</p> <p>Video Production Companies</p> <p>Television Program Origination</p> <p>Financing the Programming Decisions</p> <p>The Business of the Industry</p>	<p>Identify the various areas within the television production industry and recall the unique characteristics of each.</p> <p>Explain the roles of networks and affiliates in the process of scheduling programming.</p> <p>Summarize how the cost of an ad is determined.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p>

LEVEL ONE - Introduction to Entertainment Technology - Unit 2: Working in the Television Production Industry

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production</p>	<p>How can having an understanding of all the contributing roles in a TV studio production make</p>	<p>Dividing Up Industry: Staff, Crew, Talent</p> <p>Job Titles, Identify Functions</p>	<p>Explain how the responsibilities of each production staff position are dependent on the functions of other staff positions.</p>	<p>Participation</p> <p>Classwork</p>

<p>equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in</p>	<p>you better at your job?</p> <p>Why are each production job's responsibilities dependent on the functions of other staff positions?</p> <p>Can you Identify the primary responsibilities of each production staff position?</p> <p>Can you apply the practical skills needed for each studio job during a live news rotation?</p> <p>How can you utilize the correct floor manager signal during studio rotation?</p> <p>How do production values affect the timeframe needed to complete each step of the program production workflow?</p> <p>How do scenery, set dressings, and props, create a realistic environment for the program?</p> <p>How can you create graphics for television that are easy to read and fit within the video frame?</p> <p>How do you focus, zoom, white-balance, and record with a studio</p>	<p>and Duties</p> <p>Program Production Workflow: Four phases of program production- Pre-production, Production, Post Production, Distribution</p> <p>Design a video production that incorporates TV production jobs discussed in chapter.</p> <p>Cycle through TV studio jobs during video production.</p> <p>Script a video production</p> <p>Create computer graphics.</p> <p>Basic Camera operation Introduce the production switcher (Tricaster) as the process required to switch between studio cameras.</p> <p>Compress video for best quality and size for distribution.</p>	<p>Identify the primary responsibilities of each production staff position.</p> <p>Recall the activities in each step of the production workflow.</p> <p>Design an in-studio video production.</p> <p>Complete the each step of the production workflow: Pre-production, Production, Post Production, and Distribution.</p>	<p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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<p>the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>camera?</p> <p>Can you explain the production switching process?</p> <p>Which factors affect placing the individual scenes in logical order when you're editing?</p> <p>How do you decide which video compression is best for your finished video?</p>			
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LEVEL ONE – Video Equipment & Technology - Unit 3: The Video Camera and Support Equipment

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO</p>	<p>What unique benefits and restrictions does each camera type offer?</p> <p>How does each type of camera support steady or smooth movement?</p> <p>Can you explain how a CCU controls the video signal sent from the camera?</p> <p>What makes a smartphone</p>	<p>Types of video cameras: studio cameras, camcorders, convertible camera, smartphone cameras, POV cameras, DSLR Cameras.</p> <p>The Parts of the Camera: camera head, viewfinder, camera lens.</p> <p>CCU, CCD, Target, CMOS Sensor</p> <p>Viewfinder, Diopter adjustment, zebra stripes.</p> <p>Zoom Lens and Focal Length</p>	<p>Explain the differences between the various video cameras available.</p> <p>Identify each part of a video camera and note the corresponding function.</p> <p>Differentiate between the focal length and the focal point related to a zoom lens.</p> <p>Explain the interrelationship between f-stops, the iris, and aperture in controlling light.</p> <p>Identifying the challenges and benefits involved in using hand-held camera shooting.</p> <p>Recognize the types of tripod heads available and cite the unique characteristics.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Equipment Practical Test: Hands-on assessment of proper equipment technique/usage.</p> <p>Practical Project: Hands-on assessment with</p>

<p>and/or film productions.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>camera and a POV camera so versatile?</p> <p>Why are DSLR cameras the go-to-cameras for independent filmmakers?</p> <p>What types of electronics are needed to convert the reflection of light from the subject into an electronic signal?</p> <p>Can you explain how a video engineer maintains video signal quality with a CCU?</p> <p>Can you compare and contrast a CCD and a CMOS sensor for camcorders and DSLR cameras?</p> <p>What notifications does the viewfinder display?</p> <p>What is the difference between auto and manual focus?</p> <p>Can you identify the benefits of a fluid head tripod vs. a friction head?</p>	<p>A professional lens has 3 movable rings: focusing ring, zoom ring, f-stop ring.</p> <p>Controlling light using the f-stop, iris, and aperture.</p> <p>Shutter speed</p> <p>Mounting the camera: Hand-held, Tripod, Mounting heads, Monopod, Sliders, Jib.</p> <p>Camera Care and Maintenance.</p> <p>Cleaning a dirty lens.</p> <p>Post Production Camera Care.</p> <p>Camera storage and temperature control.</p>	<p>Implement the proper procedures for cleaning and storing video equipment.</p>	<p>corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p> <p>Equipment Safety Test</p>
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	<p>Can you list the steps needed to attach a tripod quick release plate?</p> <p>What are the common components between tripods?</p> <p>Can you describe the different resulting camera movements from a monopod, slider, and jib arm?</p> <p>How do you know your lens is dirty?</p> <p>Describe the storage and temperature control needed by a camera?</p>			
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LEVEL ONE – Video Equipment & Technology - Unit 4: Video Camera Operations

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p>	<p>Can you identify the principles of composition?</p> <p>What clues allow the audience to assume that what they do not see on the screen does indeed exist?</p>	<p>Composing a good picture.</p> <p>Give an example of visual clues given in shot composition to finish a picture.</p> <p>Rule of thirds, Action,</p>	<p>Understand how white balancing a camera affects the picture.</p> <p>Summarize how depth of field contributes to composing a good picture.</p> <p>Identify the composition of each type of camera shot. Illustrate a variety of camera movements.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p>

<p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to</p>	<p>What are the factors that affect depth of field?</p> <p>How is the rule of thirds used for effective shot composition?</p> <p>Where are important items placed on the grid?</p> <p>Why should every shot include some type of action?</p> <p>Can you differentiate between a shot with good head room /bad head room and good nose room/bad nose room?</p> <p>What are the steps needed to white balance a camera?</p> <p>What does adjusting the gain do to your image?</p> <p>Describe the steps needed to focus and pre-focus a zoom lens?</p> <p>Compare and contrast zoom/macro.</p> <p>How does depth of field affect your picture?</p> <p>Can you compare and contrast great depth of field and shallow depth of field?</p> <p>Can you identify the</p>	<p>Head room, Nose, room.</p> <p>White balance, Gain Control</p> <p>Pre-focusing zoom lenses, zoom/macro</p> <p>Depth of Field: Great Depth of Field, Shallow Depth of Field</p> <p>Shots, Shot Sheets</p> <p>Identify individual shot types and what each shot incorporates.</p> <p>Shot Types: WS, ELS, LS, MS, MLS, MCU, CU, ECU.</p> <p>Multiple subject shot types: two-shot, three shot, four shot, group shot.</p> <p>Specific View shots: profile shot, subjective/POV, reaction, OSS.</p> <p>Camera movements: Dolly-DI, DO, Truck- TR, TL, Pan- PR, PL, Tilt-TU, TD, Pedestal-PU, PD, Arc-AR, AL</p> <p>Psychology of Presentation</p>	<p>Explain how a videographer can psychologically and physically affect the audience.</p>	<p>Equipment Practical Test: Hands-on assessment of proper equipment technique/usage.</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p> <p>Equipment Safety</p>
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<p>exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>factors that affect depth of field?</p> <p>Why are shot sheets an effective means of shot organization?</p> <p>Can you identify individual shot types and what each shot incorporates?</p> <p>Can you identify multiple subject shot types and what each shot incorporates?</p> <p>Can you identify specific view shot types and what each shot incorporates?</p> <p>Can you identify the specific terms to indicate every type of camera movement and what each movement requires?</p> <p>Describe the production techniques used that cause the audience to physically feel something?</p>			
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LEVEL TWO - Television Production - Unit 5 - Video Acquisition, Recordable Media & Storage

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.2 Demonstrate the use of basic tools and equipment used in audio VIDEO and film production.</p> <p>9.3.12.C1.4 Design an audio VIDEO and/or film production.</p> <p>9.3.12.C2.4 Demonstrate technical support related to media production (e.g. broadcast VIDEO Internet mobile).</p>	<p>What video formats are used in broadcasting?</p> <p>How do we manage tapeless media?</p> <p>How is a test record performed?</p> <p>How can we add impact to programs?</p> <p>What is a SteadiCam system and how is it used?</p> <p>How are advanced effects created?</p>	<p>Digital recording formats</p> <p>Tapeless recording media</p> <p>Digital Video Recorders</p> <p>Video Storage</p> <p>Recording Audio and Video</p> <p>Test recordings</p> <p>Heads and Tails</p> <p>Audio levels</p> <p>SteadyCam set-up, balance and operate</p> <p>Special effects, matting, masking, chroma-keying</p>	<p>Identify professional quality videotape and tapeless formats, as well as other recordable video media types available.</p> <p>Explain the importance of managing footage using tapeless media.</p> <p>Recall the purpose of and process for performing a test record.</p> <p>Use advanced program techniques such as camera movement and SteadiCam operation to increase impact in their projects.</p> <p>Design and use advanced special effects techniques such as Masking and advanced Chroma Key scenes.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>

LEVEL TWO – Television Production - Unit 6: Audio Basics

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ</p>	<p>How does a</p>	<p>The Functions of</p>	<p>Explain the function of audio for television productions.</p>	<p>Participation</p>

<p>knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and or film productions.</p> <p>9.4C1 Grade 12 CPI 05. Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast</p>	<p>microphone hear?</p> <p>What are the advantages and disadvantages of wired and wireless mics?</p> <p>Can you identify the different pick-up patterns for directional mics?</p> <p>What characteristics classify microphones?</p>	<p>Sound for Television</p> <p>Types of Microphones</p> <p>Pick-Up Pattern</p> <p>Portable Audio Recorders</p> <p>Mics on the Set</p> <p>Mics on Talent</p> <p>Handling and Care of Microphones</p> <p>Impedance</p> <p>Levels</p> <p>Mixers</p> <p>Automatic Gain Control.</p>	<p>Identify the most common use of each type of microphone presented.</p> <p>Understand the importance of the pick-up pattern classification when selecting a microphone.</p> <p>Recall the appropriate VU meter readings for a digital audio system.</p> <p>Identify, discuss and use a mixer to combine multiple audio tracks.</p> <p>Identify, discuss and control ambient sound and room tone.</p>	<p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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<p>production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p>				
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LEVEL TWO - Television Production - Unit 7 - Connectors

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.2 Demonstrate the use of basic tools and equipment used in audio VIDEO and film production.</p>	<p>What connectors are used in the Broadcast industry?</p> <p>How are connectors used in the Broadcast industry?</p>	<p>Connectors: BNC Connector</p> <p>F-Connector</p> <p>Phone Connector</p> <p>Mini Connector</p> <p>Phono Connector</p> <p>Y/C Connector</p> <p>FireWire Connector</p>	<p>Explain how connectors and adapters are used in the broadcast industry.</p> <p>Identify the types of connectors used in the broadcast industry</p> <p>Connect and adapt system components to work together for the appropriate purpose.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork</p>

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LEVEL TWO – Writing for the Media - Unit 8: Pre-Production / Scriptwriting

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and or film</p>	<p>What items are included in a program proposal?</p> <p>What is a script outline?</p> <p>How is a program treatment developed?</p> <p>List the three types of scripts used in television production and the unique characteristics of each?</p>	<p>Scriptwriting</p> <p>Program Formats</p> <p>Visualization</p> <p>The Program Proposal</p> <p>Research</p> <p>The Outline</p> <p>Treatment</p> <p>Writing the Script</p> <p>Types of Scripts</p> <p>Writing Style</p> <p>Montages</p>	<p>Identify each of the program formats presented and summarize the unique characteristics of each.</p> <p>Identify the expected components of a program proposal.</p> <p>Explain the format of a program treatment.</p> <p>Recall the elements in each type of script used in television production.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>

<p>productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p>				
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LEVEL TWO – Writing for the Media – Unit 9: Newsroom Production

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and</p>	<p>How is a reader different from a VO story?</p>	<p>Newsroom Production Reporting the News</p>	<p>Recognize the different story types broadcast during a newscast.</p>	<p>Participation Classwork</p>

<p>skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and or film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to</p>	<p>What is an outro? Give examples of typical outro lines.</p> <p>What is the purpose of a stand-up?</p> <p>What are the characteristics of a package?</p> <p>List and define some of the common abbreviations used in newscast scripts.</p>	<p>Airing Stories</p> <p>The Newscast Script</p> <p>On-Air Appearance</p> <p>On-Air Sound Quality</p> <p>A Day in a Television Newsroom</p>	<p>Explain the elements of a package. Identify the various abbreviations used on a newscast script.</p> <p>Recall the workflow and responsibilities involved in a typical day in a newsroom.</p> <p>Explain the differences between the many different types of news stories</p>	<p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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<p>exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>				
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LEVEL TWO – Writing for the Media – Unit 10: Broadcast Journalism

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>What is broadcast journalism?</p> <p>Which news elements are usually associated with soft and hard news?</p> <p>What questions should you ask yourself to determine if a story is newsworthy?</p> <p>What is the purpose of researching a story?</p>	<p>The News Media</p> <p>Ethics and News Judgment</p> <p>Finding Stories</p> <p>Researching Stories</p> <p>Newswriting Fundamentals</p> <p>Preparing a News Package.</p>	<p>Explain the responsibility broadcast journalists have to the viewing public.</p> <p>Identify news programs as mainstream, non-mainstream, or tabloid.</p> <p>Recall the news elements used to judge the newsworthiness of a story.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written</p>

9.3.12.C1.1.
Describe the history terminology occupations and value of audio VIDEO and film technology.

9.3.12.C1
Demonstrate technical support skills for audio VIDEO and or film productions.

9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.

9.4C2 Grade 12 CPI 07,
Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

11-12.RST.07,
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address

Explain “writing for the ear.”

Assessment: Pre-production paperwork (Treatment, Script)

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a question or solve a problem.				
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LEVEL TWO – Writing for the Media – Unit 11: Interviews

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for</p>	<p>What is the purpose of gathering background for an interview?</p> <p>Identify the benefits of preparing a list of questions in preparation for an interview.</p> <p>What are the two types of interviews that journalists conduct for broadcast?</p> <p>How is B-roll footage used in a news story?</p> <p>Explain how a reporter should phrase interview questions.</p>	<p>Preparing for an Interview</p> <p>Shooting an Interview</p> <p>Conducting an Interview</p>	<p>Explain the purpose of gathering background before an interview.</p> <p>Create interview questions and topics based on background research.</p> <p>Identify the differences between shooting an interview that is aired live and shooting an interview that will be edited into a package story.</p> <p>Explain the function of B-roll.</p> <p>Recognize effective techniques for conducting an interview</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>

<p>audio VIDEO and or film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>				
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LEVEL THREE – Editing for the Media – Unit 12: Video Editing

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
9.4C1 Grade 12	Can you explain the	Editing Systems	Explain the considerations related to editing and action.	Participation

<p>CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO and or film productions.</p> <p>9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a</p>	<p>editing process?</p> <p>Explain the difference between linear and non-linear editing systems?</p> <p>What do you consider when you decide where and when an edit should be performed?</p> <p>Identify common edit transitions.</p> <p>Explain how the action, plot, and theme must all transition smoothly from one scene to the next.</p> <p>Identify which edit transitions/cuts can result in a specific audience reaction.</p> <p>Explain the steps involved in post production.</p>	<p>Program Editing Basics</p> <p>Non-Linear Editing</p> <p>Producing Quality Programs</p>	<p>Recall the application of edit transitions.</p> <p>Summarize the steps involved in post-production.</p>	<p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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<p>broadcast production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>				
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LEVEL THREE – Editing for the Media – Unit 13: Image Display / Graphics

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire</p>	<p>What do graphics include?</p> <p>Identify the best ways to obtain images for a video production.</p> <p>What is the maximum number of lines of text that should be displayed on screen at one time?</p> <p>What is aspect ratio?</p>	<p>Copyright</p> <p>Still Photos</p> <p>Motion Picture Film</p> <p>Text</p> <p>Aspect Ratio</p> <p>Character Generator</p> <p>Contrast Ratio</p>	<p>Explain the appropriate use of still photos in a video production.</p> <p>Understand how fps affects the television image.</p> <p>Recall the guidelines for creating text to display on a television screen.</p> <p>Summarize the application of aspect ratio in creating the television image.</p> <p>Explain how contrast ratio affects television graphics</p>	<p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p>

production process.

9.3.12.C1.1.
Describe the history terminology occupations and value of audio VIDEO and film technology.

9.3.12.C1
Demonstrate technical support skills for audio VIDEO and or film productions.

9.4C1 Grade 12 CPI 05, Edit audio and video productions to demonstrate basic production system skills.

9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.

11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video,

What is the difference between a roll and a crawl?

Explain what contrast ratio is and how it affects television graphics.

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multimedia) in order to address a question or solve a problem				
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LEVEL THREE – Editing for the Media – Unit 14: Music

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p> <p>9.3.12.C1.1. Describe the history terminology occupations and value of audio VIDEO and film technology.</p> <p>9.3.12.C1 Demonstrate technical support skills for audio VIDEO</p>	<p>What is the purpose of background music?</p> <p>List three of the guidelines for using background music in a program.</p> <p>Explain the challenge created in using catchy or busy music in a dialog scene.</p> <p>How do copyright laws apply to student and school video programs?</p> <p>What types of contracts are available to use the services of a music library?</p> <p>Which music rights apply to use on the Internet?</p>	<p>Using Music in a Production</p> <p>Sources of Music</p> <p>Necessary Rights</p>	<p>Summarize the difference between background and foreground music.</p> <p>Identify the guidelines for using background music in a production.</p> <p>Explain how copyright licenses apply to student-produced programs.</p> <p>Recall the types of contracts available when using a music library service.</p> <p>Recognize the unique characteristics of the different music rights available</p>	<p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>

<p>and or film productions.</p> <p>9.4C1 Grade 12 CPI 05. Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4C2 Grade 12 CPI 07, Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.</p> <p>11-12.RST.07, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p>				
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LEVEL THREE – Studio & Field Production - Unit 15: Lighting

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate</p>	<p>What are the</p>	<p>Professional</p>	<p>Use Professional Terms to identify equipment, instruments and</p>	<p>Participation</p>

<p>technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>various types of lighting instruments and their unique characteristics?</p> <p>What is color temperature and how does it affect the video image?</p> <p>What is contrast and how do we control it?</p> <p>How do we control lighting intensity?</p> <p>How do we light various subjects?</p>	<p>Terms</p> <p>Types of Light</p> <p>Lighting Instruments</p> <p>Accessories</p> <p>Fluorescent Lamps</p> <p>LED Lamps</p> <p>Supports</p> <p>Colors of Light / White Balance</p> <p>Lighting Intensity</p> <p>Halogen Lamps</p> <p>Set Lighting</p> <p>Lighting Techniques</p> <p>Lighting for Chroma Key</p> <p>Contrast Ratio</p>	<p>processes</p> <p>Identify types of light: Hard Light, Soft Light, Incident Light and Reflected light.</p> <p>Identify, set-up and operate various types of lighting instruments and cite unique characteristics of each.</p> <p>Identify, set-up and operate various types of lighting support equipment.</p> <p>Identify color temperature and use white balance to adjust and modify color for accuracy</p> <p>Identify and control lighting intensity to create technically acceptable images, provide shape to subjects and to set the mood of the scene.</p> <p>Identify and use various types of lamps in lighting scenes</p> <p>Identify and use the 3-point lighting principle to design and create professional quality images</p> <p>Create appropriate lighting for using Chroma Key set-ups</p> <p>Identify and use Contrast Ratio to design and create professional quality images</p> <p>Describe the television lighting techniques presented and identify the instruments used with each technique</p> <p>Compare the characteristics of incandescent lamps with the characteristics of fluorescent lamps and the characteristics of LED instruments.</p>	<p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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LEVEL THREE – Studio & Field Production - Unit 16: Studio & Remote Shooting

Proficiencies/	Essential Questions	Content:	Skills:	Assessments:
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Standards		(to know)		
<p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>What are the specific characteristics of both studio and remote shooting? What equipment is used for a remote production and how does it differ from a studio production?</p> <p>How do we design, plan and produce a studio production?</p> <p>How do we prepare for a remote shoot?</p> <p>What job duties are performed for a studio shoot and a remote shoot?</p>	<p>The Production Meeting</p> <p>The Studio Environment</p> <p>The Control Room</p> <p>The Audio Booth</p> <p>Studio Equipment and Setup</p> <p>Studio Shooting</p> <p>Remote shooting</p> <p>Location Survey</p>	<p>Recall the specific characteristics of both studio and remote shooting.</p> <p>Identify the types of monitors set up in the control room and the function of each.</p> <p>Explain the differences between ENG and EFP.</p> <p>Identify the items to be evaluated during a location survey.</p> <p>Summarize the advantages and challenges of both studio and remote shooting.</p> <p>Write, design and produce a studio production.</p> <p>Perform crew duties in studio: Producer, Director, Camera Operator, Floor Manager, Technical Director, Audio Technician and On-Camera Talent.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved - studio production</p>

LEVEL THREE – Studio & Field Production - Unit 17: Remote Shooting

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
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<p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>How do we design, plan and produce a remote production?</p> <p>How do we prepare for a remote shoot?</p> <p>What job duties are performed for a remote shoot?</p> <p>How do we perform a remote location survey and what information is included.</p> <p>How do we provide power for a remote shoot?</p>	<p>Camera Mounts</p> <p>Lighting for a Remote Shoot</p> <p>Audio Considerations for Remotes</p> <p>Power and Batteries</p> <p>Remote Shooting Techniques</p> <p>Multi Camera Shooting</p> <p>Single Camera Shooting</p>	<p>Explain the options available to solve lighting problems when shooting on location.</p> <p>Identify general safety precautions related to the handling of cameras and batteries.</p> <p>Compare the features and procedures of both remote shooting techniques.</p> <p>Design, Plan and Produce a Remote Production.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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LEVEL THREE – Studio & Field Production - Unit 18: Video Switchers & Special Effects Generators

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate</p>	<p>What is a video Switcher and how is it</p>	<p>Video Switcher</p>	<p>Explain the main function of a video switcher</p>	<p>Participation</p>

<p>technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>used?</p> <p>What is a Special Effects Generator and how is it used,?</p> <p>How are multiple cameras mixed in a production?</p> <p>What are the components of a Multi-Camera production system?</p>	<p>Tally Light</p> <p>Switcher Controls</p> <p>Switcher Operation</p> <p>Special Effects Generator - SEG</p> <p>Banks</p> <p>Black Video</p> <p>Preview Monitor</p> <p>Program Monitor</p> <p>Fader Bar</p>	<p>Identify some of the effects possible when using a special effects generator</p> <p>Understand the functions of a bus and a bank in relation to an SEG</p> <p>Recall the steps to use the cut bar on an SEG to cut between different camera shots.</p>	<p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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LEVEL THREE – Studio & Field Production - Unit 19: Directing

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>Creativity and Innovation 9.1.12.B.03 A</p>	<p>What are a director's responsibilities and duties?</p> <p>How does a director</p>	<p>The Director's role in pre-production.</p> <p>Script Breakdowns</p>	<p>Recall the types of script breakdowns and identify the information included in each.</p> <p>Summarize the director's responsibilities in each phase</p>	<p>Participation</p> <p>Classwork</p>

<p>assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.</p> <p>Collaboration, Teamwork, and Leadership 9.1.12.C.05 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging</p>	<p>interpret a script?</p> <p>How does a director prepare for a production?</p>	<p>Marking the Script</p> <p>Set Design</p> <p>Auditions</p> <p>Pre Production Meeting</p> <p>The Director's role in Production</p> <p>The Director's role in Post Production</p>	<p>of production.</p> <p>Explain the importance of marking the script when shooting on location.</p> <p>Identify some qualities common to effective directors.</p>	<p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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task or project.				
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LEVEL FOUR - Advanced Television Production - Unit 20: Electronic Special Effects

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>What are special effects and how are they used in a production?</p> <p>What is an SEG and how is it used?</p> <p>What is a DVD and how is it used?</p> <p>What is the difference between an SEG and a DVE?</p>	<p>SEG Effects: Wipes Mixes Shadow Edge Keys Chroma Key</p> <p>Pixels and digital video</p> <p>Video effects in the digital world</p>	<p>Explain how effects are used as transitional devices.</p> <p>Differentiate between a superimposition and a key.</p> <p>Recall the importance of pixels to DVEs.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>

LEVEL FOUR - Advanced Television Production - Unit 21: - Props, Set Dressing and Scenery

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:

<p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>How are sets designed for a production?</p> <p>What is the difference between set dressings and props?</p> <p>How does the pattern of materials used on a set affects the video image?</p> <p>What is a virtual set and how is it used in productions?</p>	<p>Creating the set design</p> <p>Furniture</p> <p>Props</p> <p>Flats, curtains and backdrops</p> <p>Visual design considerations</p> <p>Patterns</p> <p>Virtual sets</p> <p>Striking the set</p>	<p>Identify factors to be considered when selecting furniture for a production.</p> <p>Recognize the difference between set dressings and props.</p> <p>Explain how the pattern of materials used on a set affects the video image.</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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LEVEL FOUR - Advanced Television Production - Unit 22: Make-up Application and Costume Considerations

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate</p>	<p>Why is makeup necessary?</p>	<p>Why makeup is necessary.</p>	<p>Explain why the use of makeup is necessary on television.</p>	<p>Participation</p>

<p>technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>How is makeup applied for television production?</p> <p>How is makeup removed?</p> <p>How do we select costumes and wardrobe?</p>	<p>Makeup styles</p> <p>Makeup products</p> <p>Makeup application</p> <p>Makeup removal</p> <p>Sensitive skin and allergies</p> <p>Costume and wardrobe selection</p> <p>Makeup, clothing and the News.</p>	<p>Recognize the difference between character makeup and straight makeup.</p> <p>Identify the material and products used for each layer of makeup application.</p> <p>Recall common considerations when selecting costumes for a production.</p>	<p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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LEVEL FOUR - Advanced Television Production - Unit 23: Production Staging and Interacting with Talent

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate technical support skills</p>	<p>Define foreground, middle ground, and background.</p>	<p>Areas on a set</p> <p>Camera staging</p>	<p>Identify the foreground, middle ground and the background on a set.</p> <p>Recall the function and importance of the vector line in</p>	<p>Participation</p> <p>Classwork</p>

<p>for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4C1 Grade 12 CPI 06 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>What problem is created when a camera crosses the vector line?</p> <p>What is a cutaway? How is it most commonly used?</p> <p>What is the difference between a jump cut and an error in continuity?</p> <p>Which production staff members are affected when a television actor ad-libs?</p> <p>What must camera operators be prepared to handle when working with non-professional talent?</p>	<p>Jump cuts and errors in continuity</p> <p>Vector lines</p> <p>Cutaways and B-Roll</p> <p>Talent Placement</p> <p>Interviews</p> <p>Dramatic and non-dramatic programming</p> <p>Staff and talent interaction</p> <p>Working with non-professional talent</p> <p>Headphone etiquette</p>	<p>camera staging.</p> <p>Explain the difference between a jump cut and error in continuity.</p> <p>Illustrate the staging for both two-person and three-person studio interviews.</p> <p>Explain the difference between a dramatic aside and ad-libbing.</p> <p>Identify considerations and methods that production staff members should use when working with non-professional talent.</p>	<p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric.</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script) for project</p> <p>Compressed video saved</p>
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LEVEL FOUR – Technical Information & Career Preparation - Unit 24 - Legalities: Releases, Copyright and Forums

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.K4.10 Comply with intellectual property laws copyright laws and ethical practices when</p>	<p>What types of releases and permission are necessary in Television</p>	<p>Property Release</p> <p>Private property</p> <p>Talent Release</p>	<p>Identify the different types of releases used in Broadcast Journalism and Television Production and explain the purpose of each</p> <p>Recognize the difference between public and private</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p>

<p>creating Web digital communication</p> <p>9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.</p>	<p>Production?</p> <p>What is the difference between public and private property concerning permissions in production?</p> <p>What is copyright and fair Use and how does it affect production?</p>	<p>Passive Talent Release</p> <p>Copyright</p> <p>Fair Use</p> <p>Transformative use</p> <p>Logos</p> <p>Trademark Law</p> <p>Product Placement</p> <p>Media / Music</p> <p>Public Domain</p>	<p>property</p> <p>Explain how copyright law applies in broadcast productions.</p> <p>Recognize how fair use applies in the classroom</p> <p>Illustrate transformative use of material</p> <p>Identify the criteria for public domain status</p>	<p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. (shooting, editing, distributing)</p> <p>Written Assessment: Pre-production paperwork (Treatment, Script)</p> <p>Compressed video saved</p>
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LEVEL FOUR - Technical Information & Career Preparation - Unit 25: Getting Technical

Proficiencies/ Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
<p>9.3.12.C1.3 Demonstrate technical support skills for audio VIDEO and/or film productions.</p> <p>9.4C1 Grade 12 CPI 04 Employ knowledge and skills related to</p>	<p>What is the difference between digital and analog television?</p> <p>What is frame rate and how does it used?</p> <p>How are programs duplicated and distributed?</p> <p>How are online</p>	<p>Analog Television</p> <p>Motion Picture Film and Frame Rate</p> <p>Monitoring Video Signal Quality</p> <p>Digital Television Technology</p> <p>Scan Technology</p>	<p>Summarize how the television picture is produced</p> <p>Explain the differences between standard definition television and high-definition television</p> <p>Understand the difference between interlaced and progressive scan technology</p> <p>Recall how each of the digital television technologies discussed creates an image on-screen</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding</p>

video production equipment to demonstrate an understanding of basic tools used in this pathway.	<p>programs delivered?</p> <p>How are DVD and Blu-Ray programs created and authored?</p>	<p>Interlaced and Progressive</p> <p>Program Distribution</p> <p>Online Delivery</p> <p>DVD and Blu-Ray Creation and Authoring</p>		rubric.
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LEVEL FOUR - Technical Information & Career Preparation - Unit 26: Getting into the Industry

Proficiencies/Standards	Essential Questions	Content: (to know)	Skills:	Assessments:
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<p>.3.12.C.02 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessment</p> <p>9.3.12.C.05 Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.3.12.C.06 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</p>	<p>How are resumes and cover letters created?</p> <p>How do we prepare for a job interview?</p> <p>What is networking and how can it help with a job search?</p> <p>How is a Demo Reel created?</p>	<p>Resumes and Cover Letters</p> <p>Interviews</p> <p>Networking</p> <p>Certifications</p> <p>Reels</p> <p>Professional Development</p>	<p>Compare a traditional and a production resume</p> <p>Prepare for the interview process</p> <p>Manage an online portfolio and use social media for self-promotion</p> <p>Assess different industry certifications available</p> <p>Create a video reel to obtain employment</p> <p>Explain ways of continuing professional development</p>	<p>Participation</p> <p>Classwork</p> <p>Notes/Research</p> <p>Chapter Quizzes</p> <p>Chapter Tests</p> <p>Practical Project: Hands-on assessment with corresponding rubric. Create a video demo reel</p> <p>Create a Resume and cover letter</p>
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Medford:

Television Production Handbook	Twelfth Edition	Zettl	2015	978-1-285-05267-0
Television Production and Broadcast Journalism	Second Edition	Harris	2012	978-1-60525-350-3

Television Production Handbook	Ninth Edition	Zettl	2015	0-534-64727-8
Television Production and Broadcast Journalism	Third Edition	Harris	2018	978-1-63126-275-3
Television Production Workbook	Third Edition	Harris	2018	978-1-63126-276-0

West:

Television Production & Broadcast Journalism	2nd Edition	G-W/ Phillip L. Harris	2012	978-1-60525-350-3
Workbook Television Production & Broadcast Journalism	2nd Edition	G-W/ Phillip L. Harris	2012	978-1-60525-351-0
Television Production & Broadcast Journalism	3rd Edition	G-W/ Phillip L. Harris	2018	978-1-63126-275-3