

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE

DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 9th-12th Grade/ Intro to Media/Television

I. COURSE ORGANIZATION

Length: 18 weeks

II. COURSE DESCRIPTION

This course is designed to explore various forms of media, focusing on the role of broadcasting news reporting, film techniques, and video production. The broadcasting curriculum will focus on skills and techniques that relate to news gathering, news writing in broadcast form, and news reporting. Students will examine the role of media through video making and sharing. The production section explores the nature of communication, media literacy, and the historical development of media devices such as books, film, music, newspapers, radio, television, and the web. This portion also examines the history of broadcasting along with the legal aspects and copyright rules. Throughout all sections of the course, emphasis is placed on reinforcement and enrichment of reading, writing, speaking, and listening skills.

III. COURSE MISSION

This course will provide students the opportunity to explore the creative design process as it applies to current Digital Media careers, specifically in the fields of Graphic Design & Desktop Publishing, TV & Broadcast Production and Digital Music. Access to current digital tools and software will be emphasized to allow practice and mastery of fundamental concepts. Students will be encouraged to focus their individual talents and skill-sets toward specialized areas of interest in order to prepare them to continue with advanced coursework in the future.

IV. COURSE OBJECTIVES

- The objectives of this course are to have the students:
 - examine the organization and equipment necessary in a television production facility and explore how television works.
 - examine the television production process, the personnel involved with a production, and develop a production plan.
 - write a script for a public service announcement, comedy short, interview project, news report, commercial, and music video.
 - explore the role of the camera in a television production (shots, angles, and movement of the camera)
 - utilize a camera to make a video recording
 - explore the impact of graphics in television production
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- investigate the impacts of lighting, background, and set of television production
 - investigate concepts and techniques related for recording audio and video for television production
 - examine concepts related to editing video and edit various video clips
 - study television production concepts and techniques

***Modifications for ELL, Special Education, Title I, and Gifted**

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- Define and recognize related vocabulary

V. Teaching Methods and Evaluation

Methods

Large and small group discussions (seminars and debates)

Blog Entries (weekly)

Lectures and note taking

Video Projects/ Oral reports

Students MUST BE ABLE TO WORK IN GROUPS

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Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
Unit I: Camera Parts and Functions UEQ: How does the video camera work and how should I care for one? What will be expected of me in this class? September (2 weeks)							
MACr.2.1.I MA:Pr4.1.I	LEQ: <ul style="list-style-type: none"> • What expectations exist for the use of the camera in the classroom? • How should I handle and care for the equipment? 	<ul style="list-style-type: none"> • Daily Warm-up • Preview camera equipment • Writing Activity • K-W-L • Pair-Share • Reading: Selections from Chapters 1, 2, 3, & 4 Bielak • oral presentation or artistic diagram on parts of a camera • Teacher support • Partner work • Visual and auditory 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography 	Communication and Media Fluency 9.1.4.E.1, 2, & 3	<ul style="list-style-type: none"> • Collaborative group work • Chapter Quiz • Essay • Scales 	<ul style="list-style-type: none"> • Textbook • TV equipment • PowerPoint 	September (week 1)

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MACr.2.1.I MA:Pr4.1.I	LEQ: <ul style="list-style-type: none"> • What terminology with respect to the camera parts will I be expected to know and use regularly? • What standard and special functions can be used for camera use? 	<ul style="list-style-type: none"> • Vocabulary • PowerPoint presentation • Daily Warm-up • Word splash • K-W-L • Visual-connections and organizers • Scavenger hunt 1 • Teacher support • Partner work • Visual and auditory • Partial Outlines 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography 	Communication and Media Fluency 9.1.4.E.1, 2, & 3	<ul style="list-style-type: none"> • Collaborative group work • Camera Parts and functions Quiz • Essay • Scales 	<ul style="list-style-type: none"> • Textbook • TV equipment • PowerPoint 	September (week 2)

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Unit 2: Camera Shots, Angles, and Movements UEQ: How can I train my eye to view film and video footage in a way that recognizes camera work? How can we read media artworks and discern their relational components? September (2 weeks)							
MA:pr5.1.Ia, b, &c MA:re7.1.Ia & b MA:Cr3.1.Ia & b	LEQ: <ul style="list-style-type: none"> • What are the different camera shots and how do they affect the look and feeling of the footage? • What are the different camera angles and how can they influence the feeling of the film? • What are the different ways a camera can move during a shot and how do they affect the feeling of the film? 	<ul style="list-style-type: none"> • Vocabulary • Frayer diagrams • K-W-L • PowerPoint Notes • Graphic Organizers • Pair Shares • Scavenger Hunt 2 • Reading: Chapter 3 Bielak • Watch film: <i>Moulin Rouge</i>-identify and analyze different shots, angles, and movements and their components. • Teacher support • Visual and Auditory support • Partner and group work • Partial Outlines 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography • Visual Art 	A.Critical Thinking & Problem Solving 9.1.12.A.1, 2, & 3 C.Collaboration, teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Essay • Quiz: Shots, Angles, and Movements • Check for Understanding • Unit test-Summative • Scales • Classwork 	PowerPoint Textbooks Video: <i>Moulin Rouge</i> Cameras Handouts	September (2 weeks)

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Unit 3: Video Editing and Production Process UEQ: How do we use the production process to create meaningful and successful video and film? How do I use the computer to properly editing a video? How do media artists develop ideas and produce media to relate an effective message? (October 3-4 weeks)							
MA:Cr2.1.I MA:Cr3.1.I MA.Pr5.1.I	LEQ: <i>Pre-Planning and Production</i> <ul style="list-style-type: none"> • What are my goals and expectations in creating a video? • What is the importance of planning and thinking ahead? • How does creating a story board with both narration and images helping planning my video? • How can I write a script that will convey my overall message? 	<ul style="list-style-type: none"> • Vocabulary • Video Tutorial • Background notes • Graphic organizers • Pair-share • PowerPoint Presentation • Story-boarding • View and respond: <i>The Cutting Edge: The Magic of Film Making</i> • Project Planning group work: <i>Anti-Bullying Video</i> • Reading: Chapters 1 & 5 Bielak • Teacher support and modeling • Visual and auditory support • Partial Outlines 	<ul style="list-style-type: none"> • Reading and writing • Life Skills and Career Readiness • Technology • Performing Arts 	Creativity and Innovation: 9.1.12.B1, 2, & 3 Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Quiz • Group Work: Story board • Self Evaluation • Scales 	Project Sheets Story Boards PowerPoint Video: <i>The Cutting Edge: the Magic of Film Making</i> Cameras iMacs	October (1 week)

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MA.Cr3.1.I MA.Pr.5.1.I	LEQ: <i>Production</i> <ul style="list-style-type: none"> Why is pre-roll crucial to video taping? How will a shot log help me in the production process? What are the different roles in the production process? 	<ul style="list-style-type: none"> Vocabulary Daily Warm-ups Video tutorial Background notes Graphic organizers Video project production: <i>Anti-Bullying Project Video Shoot</i> Chapter 5& 6 Bielak Self reflection of production process Modeling Teacher support Partial outlines Group work 	<ul style="list-style-type: none"> Reading/writing Life Skills Technology Visual and performing arts 	Critical Thinking and Problem Solving: 9.1.12.A.3 & 4 Creativity and Innovation: 9.1.12.B1, 2, & 3 Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5	<ul style="list-style-type: none"> Vocabulary Quiz Classwork Group Project Self Reflection 	<ul style="list-style-type: none"> Daily warm-ups PowerPoint Video Cameras Graphic Organizers 	October (1 week)

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MA.Cr3.1.I MA.Pr.5.1.I MA:Pr6.1.I	<p>LEQ: <i>Post Production and Editing</i></p> <ul style="list-style-type: none"> How do I import and trim my footage? How can transition is a video effect the overall success of the final project? How do I record narration and mix the audio so that it creates a cohesive product? How do I export, publish, and post my finished project? How do I evaluate my project and the process used to produce it? How can I act as and be a critically thinking audience mem- 	<ul style="list-style-type: none"> Vocabulary Daily Warm-ups Video Tutorial: iMovie and Final Cup Pro Background Notes Chapter 7 & 8 Pair-Share Video Project Edit: Anti-Bullying Project Video Presentation of Videos Audience participation worksheet Modeling Teacher support Partial outlines Group work 	<ul style="list-style-type: none"> Reading/writing Life Skills Technology Visual and performing Arts 	<p>Critical Thinking and Problem Solving: 9.1.12.A.3 & 4</p> <p>Creativity and Innovation: 9.1.12.B1, 2, & 3</p> <p>Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5</p> <p>Communication and Media Fluency 9.1.12.E.1 & 2</p>	<ul style="list-style-type: none"> Vocabulary Quiz Classwork Group Project Videos (final product) Self Reflection of overall Audience participation work Unit Test: Pre-Production; Production; Post Production 	<ul style="list-style-type: none"> Daily warm-ups PowerPoint Video Cameras Graphic Organizers iMacs iMovie Final Cut Pro Text Books 	October (1 week)

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Units 3: History of Film, Film Directors, and Analysis of Film. UEQ: How has the work of film directors shaped what we now know as the modern day cinema? How has film evolved over time? How do directors use cameras and effects to incorporate symbolism into different genres of film? (October-November 4-6 weeks)							
MA:Re7.1.I MA:Cn10.1.I MA:Cn11.1.I	LEQ: <i>History of Film and TV</i> <ul style="list-style-type: none"> • What is the history of film and TV? • How has film and TV evolved into the modern cinema? 	<ul style="list-style-type: none"> • Vocabulary • Frayer Diagram • Background notes • PowerPoint • Graphic organizers • Selections from Chapter 1 and 6 • Writing prompt: What place does TV have in our lives today and where to we see the continuing evolution of television going in the future? • View films from different time periods • Film Trailer Project • Teacher support • Visual and auditory support 	<ul style="list-style-type: none"> • Reading/ writing • Technology • Performing Arts • Research • Social Studies: History 	Creativity and Innovation: 9.1.12.B1, 2, & 3 Communication and Media Fluency 9.1.12.E.1 & 2	<ul style="list-style-type: none"> • Quiz: History of film • Essay • Scales • Peer evaluation • Trailer Project • Self reflection 	<ul style="list-style-type: none"> • Textbooks • Handouts • PowerPoint • iMovie • Final Cut Pro • iMacs • Cameras • <i>Landmarks in Films</i> 	October (2 ½ weeks)

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MA:Re7.1.I MA:Cn10.1.I	LEQ: <i>Director Research</i> Who are the famous directors and what are their most influential films? How do directors enhance a film using symbolism?	<ul style="list-style-type: none"> • Vocabulary • Key Persons • Background notes • Graphic organizers • Symbolism notes • Video: <i>Bobby Fisher</i> (Symbolism) • Analysis of symbolism in <i>Bobby Fisher</i> • Director Research Project • Oral Presentations/ PowerPoint • Teacher support • Partial outlines • Group work 	<ul style="list-style-type: none"> • Reading/Writing • Research • Speaking • Technology • Social Studies: History 	<p>Creativity and Innovation: 9.1.12.B1, 2, & 3</p> <p>Communication and Media Fluency 9.1.12.E.1 & 2</p>	<ul style="list-style-type: none"> • Collaborative pairs • Director quiz • Essays • Unit test • Oral Presentation • Classwork • Self/Peer Evaluations 	<ul style="list-style-type: none"> • Handouts • Textbooks • iMacs • iMovie • Final Cut Pro • PowerPoint • <i>Landmarks in Films</i> 	November (2 ½ weeks)

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Unit 4: Media and Marketing UEQ: How does the media and censorship affect society and vice versa? What techniques do advertisers use to reach audiences? How can I use persuasive techniques to reach my audiences in a marketing perspective? Why are there marketing techniques that are unsuccessful?							
MA:Re7.1.Ia &b MA:Cn10.1.Ia &b	LEQ: What is the history of the media and how has it changed throughout the years? What purpose does the FCC have in censorship?	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • View old and new commercials • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Video- The History of Commercials • Video- Generation Like • Video- The Persuaders • Youtube 	(November) 1 week

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MA:Re7.1.Ia &b MA:Ch10.1.Ia &b MA:Cr3.1.Ia &b MA:Pr4.1.I	LEQ: How have commercials changed over the years? What is the importance of a target audience? How do advertisers use claims to mislead consumers? What are the various techniques used by advertisers and the different types of advertisements?	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • View commercials • Practice making claims • Video Project: Create a commercial using at least 2 marketing strategies. • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Projects Checklist 	(November/December) 2- 2 1/2 weeks

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Unit 5: Ethics UEQ: How is the Code of Ethics important to news journalism? How can I use the Code of Ethics to become a more ethically responsible news reporter?							
MA:Re8.1.I MA:Re9.1.HS.1 MA:Cn11.1.Ia & b	LEQS: <ul style="list-style-type: none"> • What is news journalism? • What are the term associated with the Code of Ethics? • What are the beliefs and standard of the Code of Ethics? (Bill of Rights) • Why should a journalist be a good judge of character? • How can I identify facts that needs to be checked so that I ensure content accuracy? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Reading: Bill of Rights • Outline Bill of Rights • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 F. Accountability, Productivity and Ethics 9.1.12.F.1,2, &3	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Bill of Rights • Code of Ethics 	(January) 1 week

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MA:Re8.1.I MA:Re9.1.HS.1 MA:Cn11.1.Ia & b	LEQS: <ul style="list-style-type: none"> • What is the relationship like between reporter and editors? • Where do I stand on the ethical questions raised by <i>Shattered Glass</i>? • How has Media and Marketing become unethical and how can I learn to notice their unethical strategies? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Watch <i>Shattered Glass</i> • Essay of Bill of Rights • Debate topic in Ethics • Project • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 F. Accountability, Productivity and Ethics 9.1.12.F.1,2, &3	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Projects Checklist 	(January) 1 week

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Unit 6: Anchors/Reporters and Interviewing UEQs: How have important anchors and reporters influenced the world of news broadcasting? How do good reporters conduct interviews?							
MA:Cn11.1.Ia &b MA:Pr6.1.I	LEQs: • What are the characteristics of anchors and news reporters and their roles in news? • How have certain reporters influenced journalism?	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube 	(January) 1 week

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MA:Cn11.1.Ia &b MA:Pr6.1.I	LEQs: <ul style="list-style-type: none"> How are posture and appearance important in news broadcasting? How is question development integral to the success of the interview? What are other techniques that can be used to establish a successful interview? 	<ul style="list-style-type: none"> Preview key vocabulary Frayers for context vocabulary Background notes Graphic organizers Pair-share Writing prompts Summarizers Conduct Mock Interviews Teacher support Partial outlines Group work Modeling Visual and Auditory support 	<ul style="list-style-type: none"> Reading/writing History Family and consumer sciences Marketing Business Technology Public Speaking Performing Arts 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> Collaborative Pairs Summarizers Quizzes Essays Rubrics Self/peer evaluation 	<ul style="list-style-type: none"> Handouts Powerpoint Guided notes Youtube Project Checklists 	(January/February) 1 1/2 weeks

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Unit 7: News Reporting and Electronic News Gatherings (ENGs) UEQs: How does a reporter gather information and effectively deliver the news? What are ENGs and how are they produced in order to add to an effective news program?							
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • How does a reporter conduct research and interviews to write a successful news report? • How is the information pieced together to create an ENG? • What are the techniques to use when editing an ENG? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create an ENG in a group setting • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • Business • Technology • Public Speaking • Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Microphones 	(February/March) 4 weeks
Unit 8: The Television Studio UEQ: What elements need to work together in order to put together a television news program? What is involved in running a Television Studio?							

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MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE

DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 9th-12th Grade/ Intro to Media/Television

Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • How does the sound board and microphones work? • How do the switcher, CG, and teleprompter work? • What are the hand signals used to communicate from the control room to the studio floor? • What are the different jobs that are part of a studio floor? • How does an anchor effectively deliver the news? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Rotate with morning news PNN • Research jobs in television studio • Mock news shows • Hand signal project • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • Business • Technology • Public Speaking • Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Microphones • Teleprompter • Control room manuals • Checklist for news jobs completed 	(April) 2 weeks
Unit 9: Documentary UEQ: What goes into the production of a documentary?							

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MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> What is the history of the documentary film? What methods and techniques are used to create a documentary? How can I recognize and critique the style and format of a documentary film? How does one create a documentary film? 	<ul style="list-style-type: none"> Preview key vocabulary Frayers for context vocabulary Background notes Graphic organizers Pair-share Writing prompts Summarizers View and analyze documentaries Create a documentary Teacher support Partial outlines Group work Modeling Visual and Auditory support 	<ul style="list-style-type: none"> Reading/writing History Business Technology Public Speaking Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> Collaborative Pairs Summarizers Quizzes Essays Rubrics Self/peer evaluation 	<ul style="list-style-type: none"> Handouts Powerpoint Guided notes Project Checklists Computer and cameras 	(April/May) 2 1/2weeks

Unit 10: Music Videos

UEQs: How have music videos evolved from their inception? How do music videos use different styles and how do they incorporate filming techniques?

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Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
MA:Cr1,2,&3.1.I MA:Pr4.1.I	<ul style="list-style-type: none"> • What is the history of music videos? • What is the purpose of a music video? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create visual of techniques and history of music videos • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Business • Technology • Performing Arts 	C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Test 	(May) 1 week

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Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • What are the different types of music videos? • How do music videos utilize techniques that we have covered and implement those we have not? • What techniques would I like to use in my own music video? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create your own music video • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Business • Technology • Performing Arts 	C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Test 	(May/June) 2 weeks

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