

Course Title – TV Technology 1	
Implement start year – 2014-2015	
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Unit #3 - Production: Audio Students will be able to independently use their learning to operate an audio recording system using broadcasting industry standard acceptable practices in a television/radio/music production.	
Stage 1 – Desired Results	
<p>Established Goals</p> <p>2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p>Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship F. Critical Thinking, Problem Solving, and Decision Making</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. C. Arts, A/V Technology, & Communications Career Cluster</p>	<p>21st Century Themes (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p>21st Century Skills</p> <p>Learning and Innovation Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p>Information, Media and Technology Skills: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p>Life and Career Skills: <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction</p>

	<input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Appropriate audio system operation has a direct effect on the message. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What skills and techniques do I need to be a successful audio engineer? • How is an audio level meter used in an audio system? • How does the audio engineer directly impact the message?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • source moves air, which moves mic diaphragm, creating electric flow boosted by mic preamp to line level. • some mics are aim-able and some are not. • some mics require phantom power. • all equipment is calibrated to function best at or below line level and not above, which results in audio that clips and results in poor sound quality. • too little audio level requires boosting the low signal in the editor, which also boosts the background noise and results in poor sound quality. • stereo is 2 separate channels, with different left and right audio signal, while mono is one channel playing equally out of both speakers. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze the relationship between source level and preamp level and make appropriate adjustments. • choose the correct microphone and recording system to achieve broadcast quality audio. • identify stereo audio recordings and mono recordings.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Teacher observation
- Peer assessment
- Performance assessment
- Quiz

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Identify audio terms (A)
- Reference audio tutorial video or demonstration (A)
- Reference software tutorial (A)
- Set up Digital Audio Workstation (DAW) to record audio that clips, audio that is clean, and audio that is too low (M)
- Create simple beatbox by sequencing samples recorded from iMac microphone (T)
- Record VO from script for radio commercial (T)
- Sequence VO with music and sound effects (T)
- Export and upload the edited and mixed audio production (T)