

Course Title – TV Technology 1	
Implement start year – 2014-2015	
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Unit #1 - Pre-production Students will be able to independently use their learning to plan and prepare for a successful television production.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o A. Technology Operations and Concepts o B. Creativity and Innovation o C. Communication and Collaboration o D. Digital Citizenship o E. Research and Information Literacy o F. Critical Thinking, Problem Solving, and Decision Making • 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. <ul style="list-style-type: none"> o A. Nature of Technology: Creativity and Innovation o B. Design: Critical Thinking, Problem Solving, and 	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <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 <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility

<p>Decision-Making</p> <ul style="list-style-type: none"> o C. Technological Citizenship, Ethics, and Society o D. Research and Information Fluency o F. Resources for a Technological World o G. The Designed World • 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. o A. Critical Thinking & Problem Solving o B. Creativity and Innovation o C. Collaboration, Teamwork and Leadership o D. Cross-Cultural Understanding and Interpersonal Communications o E. Communication and Media Fluency o F. Accountability, Productivity and Ethics • 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. o C. Arts, AV Technology, & Communications Career Cluster 	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Effective communication and collaboration requires active participation and persistence, which are skills that can be improved with practice. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • There is value to each step involved in the pre-production process prior to filming. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What habits of mind are useful in collaborating while brainstorming and researching? • How does persistence pay off when it comes to planning a production? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What tools can be used to collaborate?

<p><i>EU 3</i></p> <ul style="list-style-type: none"> • There are laws, rules and regulations that must be adhered to and considered in pre-production. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • There are varying roles of equal importance on a video crew that require planning. 	<ul style="list-style-type: none"> • What tools can be used to research? • What is the importance of planning a production? • How do different projects require different types of planning? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does a producer ensure their work is both protected by and adherant to copyright law? • How does our society and legal system view intellectual property? • Why is copyright law important? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Which video crew role do you feel is most essential? • What type of planning and preparation is required for each role prior to the day of production?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the 16 habits of mind. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • rules of continuity. • the process of writing a two column script format. • the process of developing a storyboard. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Copyright and Creative Commons Laws. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • video crew titles and responsibilities. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the 16 habits of mind and practice them while collaborating during pre-production. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify shot types and other production techniques required to keep the illusion of continuity. • develop a script for a television production. • develop a storyboard. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • use proper legal forms to acquire media for their production or plan to create their own media.

EU 4

- identify and explain the roles associated with a video crew.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

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

- Quiz
- Self assesment
- Rubric
- Observation
- Performance assessment
- Peer critique

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.*

- Research risk associated with smoking (A)
- View exemplar storyboards (A)
- View exemplar scripts (A)
- Practice storyboarding (M)
- Brainstorming in groups (M)
- Develop script (T)
- Produce storyboard (T)
- Package the entry for submission (T)
- Ready all elements of pre-production for actual production (T)

