

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown High School  
Arts & Technology: Media Arts*

*Video Production 1  
Grades 9-12*

**Date: August 2023**

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## [Course Description and Fundamental Concepts](#)

Video Production invites students to be creative and ambitious in this introduction to the media industry. Video Production exposes students to various careers in the field including producers, writers, video editors, directors and camera operators. Students will learn basic best practices for creating effective and engaging videos. Students will also learn how to use professional video, sound and editing equipment to create a variety of projects.

### **Fundamental Concepts:**

- Functions and purposes of mass media
- Video production process
- File management
- Concept and story development through creative script writing and production planning
- Filming methods with composition and shot type variety
- Video editing with continuity
- Advertising and advocacy in media
- Meaningful interview stories with open-ended questioning techniques
- Studio production basics
- Careers in the video production industry

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### Media Arts Standards (By Grade 12)

**Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

**Essential Question(s):** How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Standard #	Standard Description
1.2.12prof.Cr1	a. Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.
1.2.12prof.Cr1	b. Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr1	c. Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

**Essential Question(s):** How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

Standard #	Standard Description
1.2.12prof.Cr2	a. Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2	b. Critique plans, prototypes and production processes considering purposeful and expressive intent.

**Anchor Standard 3:** Refining and completing work.

**Enduring Understanding:** The forming, integration and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question(s):** How can an artist construct a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Standard #	Standard Description
1.2.12prof.Cr3	a. Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
1.2.12prof.Cr3	b. Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

**Anchor Standard 4:** Selecting, analyzing, and interpreting work.  
**Enduring Understanding:** Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.  
**Essential Question(s):** How are complex media arts experiences constructed? At what point is a work considered "complete"?

Standard #	Standard Description
1.2.12prof.Cr4	Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

**Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.  
**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems.  
**Essential Question(s):** How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Standard #	Standard Description
1.2.12prof.Cr5	a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
1.2.12prof.Cr5	b. Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.

**Anchor Standard 6:** Conveying meaning through art.  
**Enduring Understanding:** Media artists present, share, and distribute media artworks through various social, cultural, and political contexts.  
**Essential Question(s):** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

Standard #	Standard Description
1.2.12prof.Cr6	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

**Anchor Standard 7:** Perceiving and analyzing products.  
**Enduring Understanding:** Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.  
**Essential Question(s):** How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Standard #	Standard Description
1.2.12prof.Cr7	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

**Anchor Standard 8:** Interpreting intent and meaning.  
**Enduring Understanding:** Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.  
**Essential Question(s):** How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocab help us understand and interpret works of art?

Standard #	Standard Description
1.2.12prof.Cr8	a. Analyze the intent, meaning, and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

**Anchor Standard 9:** Applying criteria to evaluate artistic products.  
**Enduring Understanding:** Evaluation and critique are vital components of experiencing, appreciating, and producing media artworks.  
**Essential Question(s):** How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

Standard #	Standard Description
1.2.12prof.Cr9	a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.  
**Enduring Understanding:** Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.  
**Essential Question(s):** How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

Standard #	Standard Description
1.2.12prof.Cr10	a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

**Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.  
**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances a media artist's work.  
**Essential Question(s):** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Standard #	Standard Description
1.2.12prof.Cr11	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., such as social trends, power, equality, personal/cultural identity).

**English Companion Standards ([grades 9-10](#), [grades 11-12](#))**

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Unit 1 Unit 4	<b>NJSLSA.R1</b>	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Unit 1 Unit 4	<b>NJSLSA.R2</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
-	<b>NJSLSA.R3</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Unit 1 Unit 4 Unit 5	<b>NJSLSA.R4</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Unit 4 Unit 5	<b>NJSLSA.R5</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Unit 3 Unit 4 Unit 5	<b>NJSLSA.R6</b>	Assess how point of view or purpose shapes the content and style of a text.
Unit 2 Unit 3 Unit 4 Unit 5	<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
-	<b>NJSLSA.R8</b>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-	<b>NJSLSA.R10</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Unit 4	<b>NJSLSA.W1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Unit 4 Unit 5	<b>NJSLSA.W2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Unit 4	<b>NJSLSA.W3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Unit 3 Unit 4 Unit 5	<b>NJSLSA.W4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit 4 Unit 5	<b>NJSLSA.W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Unit 4 Unit 5	<b>NJSLSA.W6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<b>NJSLSA.W7</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
Unit 4 Unit 5	<b>NJSLSA.W8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	<b>NJSLSA.W9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Unit 4 Unit 5	<b>NJSLSA.W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

*List appropriate units below for which standards will be addressed*

**By Grade 12**

<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
Unit 1 Unit 4 Unit 5	There are strategies to improve one's professional value and marketability.	<p><b>9.2.12.CAP.1:</b> Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p><b>9.2.12.CAP.2:</b> Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growth.</p>

<p>Unit 1 Unit 4 Unit 5</p>	<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p><b>9.2.12.CAP.4:</b> Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.2.12.CAP.6:</b> Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p><b>9.2.12.CAP.7:</b> Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p><b>9.2.12.CAP.8:</b> Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>9.2.12.CAP.9:</b> Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p><b>9.2.12.CAP.10:</b> Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p><b>9.2.12.CAP.11:</b> Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
<p>-</p>	<p>An individual's income and benefit needs and financial plan can change over time.</p>	<p><b>9.2.12.CAP.12:</b> Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p><b>9.2.12.CAP.13:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
<p>Unit 1 Unit 3 Unit 4 Unit 5</p>	<p>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p>	<p><b>9.2.12.CAP.14:</b> Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>

-	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p><b>9.2.12.CAP.15:</b> Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p><b>9.2.12.CAP.16:</b> Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p><b>9.2.12.CAP.17:</b> Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p><b>9.2.12.CAP.18:</b> Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p><b>9.2.12.CAP.19:</b> Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p><b>9.2.12.CAP.20:</b> Analyze a Federal and State Income Tax Return.</p>
Unit 4 Unit 5	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p><b>9.2.12.CAP.21:</b> Explain low-cost and low-risk ways to start a business.</p> <p><b>9.2.12.CAP.22:</b> Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p><b>9.2.12.CAP.23:</b> Identify different ways to obtain capital for starting a business</p>

### Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Creativity and Innovation:</b> With a growth mindset, failure is an important part of success.	<b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Unit 1 Unit 4 Unit 5	<b>Creativity and Innovation:</b> Innovative ideas or innovation can lead to career opportunities.	<i>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</i> <i>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</i>
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Critical Thinking and Problem-solving:</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<i>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</i> <i>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</i> <i>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</i> <i>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</i>
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Digital Citizenship:</b> Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Digital Citizenship:</b> Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
-	<b>Digital Citizenship:</b> Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>

Unit 4 Unit 5	<b>Digital Citizenship:</b> Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>
Unit 1	<b>Digital Citizenship:</b> Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	<i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i>
-	<b>Global and Cultural Awareness:</b> Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	<i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i>
Unit 3 Unit 4 Unit 5	<b>Information and Media Literacy:</b> Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	<i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i>

Unit 4	<p><b>Information and Media Literacy:</b> Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
Unit 5	<p><b>Information and Media Literacy:</b> In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</i></p>
Unit 5	<p><b>Information and Media Literacy:</b> Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</i></p>
Unit 3 Unit 4 Unit 5	<p><b>Information and Media Literacy:</b> Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<p><b>Technology Literacy:</b> Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>



Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Technology Literacy:</b> Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>
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### Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

### Visual & Performing Arts Integration ([Standard 1](#)) List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
Unit 4 Unit 5	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i>
Unit 3 Unit 4 Unit 5	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>

<b>Standard 8.2</b>		<b>Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
Unit 1	<b>Strand A</b>	<b>The Nature of Technology: Creativity and Innovation:</b> <i>Technology systems impact every aspect of the world in which we live.</i>
Unit 4 Unit 5	<b>Strand B</b>	<b>Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
Unit 2 Unit 3 Unit 4 Unit 5	<b>Strand C</b>	<b>Design:</b> <i>The design process is a systematic approach to solving problems.</i>
Unit 4 Unit 5	<b>Strand D</b>	<b>Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
Unit 2 Unit 3 Unit 4 Unit 5	<b>Strand E</b>	<b>Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>



**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<i>Semester Course - Semester 1 and Semester 2</i>	
<b>Unit 1:</b> Video Production Basic Concepts and Ideas <b>Unit 2:</b> Video Editing - Introducing Tools & Techniques	<b>September</b> (~19 days) <b>February</b> (~18 days)
<b>Unit 2:</b> Video Editing - Introducing Tools & Techniques <b>Unit 3:</b> Introduction to Filming - Composition, Shot Types & Coverage Method in Film	<b>October</b> (~19 days) <b>March</b> (~15-20 days)
<b>Unit 4:</b> Advertising & Advocacy in Video Production - Commercials and PSA's	<b>November</b> (~16 days) <b>April</b> (~15-20 days)
<b>Unit 4:</b> Advertising & Advocacy in Video Production - Commercials and PSA's <b>Unit 5:</b> Introduction to Broadcast Journalism - Storytelling and Studio Production	<b>December</b> (~15 days) <b>May</b> (~18 days)
<b>Unit 5:</b> Introduction to Broadcast Journalism - Storytelling and Studio Production	<b>January</b> (~18 days) <b>June</b> (~15 days)

## [Units Scope and Sequence](#)

### **Unit 1 - Video Production Basic Concepts and Ideas**

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[NJSLs - 1.2.12prof.Cr1; 1.2.12prof.Cr2; 1.2.12prof.Cr2; NJLSA.R1, NJLSA.R2](#)  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

##### **Fundamental Concepts / Big Ideas**

- What are the purposes of mass media?
- How does video show the illusion of motion?
- What steps are taken to complete a video production?
- How are files saved and managed in a computer environment?

##### **Learning Objectives**

Students will be able to...

- Identify and compare the forms and purposes of mass media.
- Read a timecode display and define the elements of video.
- Identify and evaluate characteristics and jobs of the 3 production process phases.
- Properly manage media files to consistently keep video and editing projects organized

## Unit 2 - Video Editing: Introducing Tools & Techniques

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs - 1.2.12prof.Cr1, 1.2.12prof.Cr2, 1.2.12prof.Cr3, 1.2.12prof.Cr4, 1.2.12prof.Cr9; NJSLSA.R7](#)  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- How are various video clips assembled to create an effective video project?
- How is music used to connect to and enhance a video project?
- How does a video edit engage with the audience to hold their attention in various platforms?

#### Learning Objectives

Students will be able to...

- Navigate the editing software workspace
- Import video clips and audio files
- Assemble clips in a sequence on the timeline
- Split video clips
- Trim video clips
- Add video transitions to a sequence
- Add audio to a sequence
- Unlink an audio clip from its video clip and manipulate each separately
- Create and export a final video project

## Unit 3 - Introduction to Filming: Composition, Shot Types and Coverage Method

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - [1.2.12prof.Cr1](#), [1.2.12prof.Cr2](#), [1.2.12prof.Cr3](#), [1.2.12prof.Cr4](#), [1.2.12prof.Cr5](#), [1.2.12prof.Cr6](#), [1.2.12prof.Cr9](#); [NJSLSA.R6](#), [NJSLSA.R7](#), [NJSLSA.W4](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- How is video filmed to tell a story or present information effectively?
- How is a scene filmed from many different angles using a single camera?
- How is video edited to tell a story or present information effectively with the illusion of continuity?

#### Learning Objectives

Students will be able to...

- Compose a shot utilizing rules of composition, including rule of thirds, lead room, and headroom.
- Compose a variety of shot types and camera angles.
- Correctly perform the operations necessary to use the video camera, including inserting and removing physical media (SD card) and mounting a tripod.
- Correctly slate each shot and maintain a camera log.
- Read and analyze a screenplay to create a detailed shot list in preparation for a video shoot.
- Record a scene using the Coverage Method.
- Use effective camera movement in a video.
- Effectively direct cast and crew during a video shoot.
- Edit the video using "continuity," so that a scene filmed in many different takes appears continuous.
- Tell a complete story using visuals and audio.

## Unit 4 - Advertising & Advocacy in Video Production

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS](#) - [1.2.12prof.Cr1](#), [1.2.12prof.Cr2](#), [1.2.12prof.Cr3](#), [1.2.12prof.Cr4](#), [1.2.12prof.Cr5](#), [1.2.12prof.Cr6](#), [1.2.12prof.Cr7](#), [1.2.12prof.Cr8](#), [1.2.12prof.Cr9](#), [1.2.12prof.Cr10](#); [NJSLSA.R4](#), [NJSLSA.R5](#), [NJSLSA.R6](#), [NJSLSA.R7](#), [NJSLSA.W1](#), [NJSLSA.W2](#), [NJSLSA.W3](#), [NJSLSA.W4](#), [NJSLSA.W5](#), [NJSLSA.W6](#), [NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W10](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- How do television networks earn money from advertising?
- How do advertisers create effective commercials for target audiences?
- How do organizations create effective Public Service Announcements for target audiences?
- How do organizations raise awareness and start action through public service announcements?

#### Learning Objectives

Students will be able to...

- Create an idea for an effective commercial or PSA using ad appeals and write a pitch.
- Write a script for a commercial or PSA using proper screenplay format.
- Create a production plan for a commercial or PSA project, that reflects the thorough planning required before shooting begins, to include crew, cast, locations, props, wardrobe, equipment, and shot lists.
- Film footage for a commercial or PSA production by following the production plan, using production techniques learned to-date.
- Edit a 30-second commercial or PSA following the production plan and using continuity editing techniques learned to-date.

## Unit 5 - Introduction to Broadcast Journalism - Storytelling and Studio Production

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - 1.2.12prof.Cr1, 1.2.12prof.Cr2, 1.2.12prof.Cr3, 1.2.12prof.Cr4, 1.2.12prof.Cr5, 1.2.12prof.Cr6, 1.2.12prof.Cr7, 1.2.12prof.Cr8, 1.2.12prof.Cr9, 1.2.12prof.Cr10, 1.2.12prof.Cr11;; [NJSLSA.R1](#), [NJSLSA.R2](#), [NJSLSA.R4](#), [NJSLSA.R5](#), [NJSLSA.R6](#), [NJSLSA.R7](#), [NJSLSA.W1](#), [NJSLSA.W2](#), [NJSLSA.W4](#), [NJSLSA.W5](#), [NJSLSA.W6](#), [NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W10](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- How are interviews, objective information and video gathered to create effective and informative news stories?
- How is a broadcast studio production created with various positions performing objectively at the same time?

#### Learning Objectives

Students will be able to...

- Conduct an interview using journalistic interview techniques, including open-ended questions and conversational tone.
- Film the interview subject in a method conducive to a productive interview (relaxed atmosphere, discrete camera operation) using all composition techniques learned to-date.
- Film b-roll of the interview subject that relates to the interview topic.
- Log the interview and roll footage gathered to select specific interview soundbites.
- Edit an interview story using only the most relevant soundbites, which are visually connected with related broll.
- Perform a variety of broadcast studio production positions to produce and create a whole class show.

Please contact the Content Supervisor for any questions.