Radio/TV Broadcast Technology II

10-12, Career & Technical Education

Developed By: Mr. Andrew Conte & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities
September	• Electronic News Gathering • Local National • International	• Audio/Video Lighting Workflow • Shooting School Related Stories
October	• Electronic News Gathering • Local National • International	• Audio/Video Lighting Workflow • Shooting School Related Stories
November	• Electronic News Gathering (ENG)/Post Production Editing	• Audio/Video Lighting Workflow • Shooting School Related Stories • Using Post Production Skills for Sweetening
December	• Electronic News Gathering (ENG) Post Production Editing	• Audio/Video Lighting Workflow • Shooting School Related Stories
January	• Electronic News Gathering (ENG) • News and Game Show Programming	• Electronic News Gathering (ENG) • News and Game Show Programming
February	• Electronic News Gathering (ENG) • News and Game Show Programming	• Electronic News Gathering (ENG) • News and Game Show Programming
March	• Electronic News Gathering (ENG) • News and Game Show Programming	• Electronic News Gathering (ENG) • News and Game Show Programming
April	• Advanced Video Editing	• Taking editing skills to the next level
May	• Advanced Video Editing • Final Shows and End of year Productions	• Taking editing skills to the next level • Final Shows • End of year Productions
June	• Final Shows and End of year Productions	• Final Shows • End of year Productions • Clubs, Graduation, Events

Unit 1
Electronic News Gathering (ENG)
Summary and Rationale

Radio/TV Broadcast Technology II is designed for students who want to elevate their skills learned in Radio/TV Broadcast Technology I. We will focus on gathering news and doing research to produce news pieces for inclusion in our live productions in collaboration with other class sections.

The process of gathering news and information is explored on local, regional, national and international levels. Advanced training in project development, scripting, field production methods and video editing, as well as the use of correct lighting techniques and audio options are employed. The course is also structured to provide instructional activities that enable students to experience and learn the importance of team cooperation and individual responsibility to a project and the realities and responsibilities of day-to-day television studio production. Students will continue to develop production skills through hands-on exercises both in the studio, outside of the classroom studio and the school building. The year-long course combines theory and application in the real-world experience of news production.

Unit 1 will form collaborative crew assignments with career opportunities in the expanded horizons of Electronic Journalism. From school and community news coverage, students will articulate the "message" with various writing styles for studio and remote news with final outcomes published and aired on the school's YouTube channel and social media outlets.

Recommended Pacing
8 weeks
Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

Career and Technical Education 9.3

9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster

Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Interdisciplinary Connections	

English Language Arts - Speaking & Listening	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

English Language Arts - Writing	
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Instructional Focus

Enduring Understandings:	Essential Questions:
- We should account for the factors influencing us as producers, and the quality of news whenever we are producing. - Interviewing techniques can be used in a variety of news packages. - Script organization can engage a variety of viewer demographics. - Clear audio, effective lighting, and crisp editing all contribute to the success of a story - There are qualities of news in every news story and production.	- Why might one quality of news gain more viewership over another? - Why is it important to understand the factors that influence the media? - Why can ownership or censorship affect you as the producer? - How can the shooting style of an interview news package vary? - How do you write for a show and maintain a basic structure while allowing room for creative improvisation?

● There are a variety of influences that can help predict the news we view and produce.	● What assets need to be added during editing-both post-production and live. ● What factors determine microphone choice and lighting?

Evidence of Learning (Assessments)

- Semester Production Logs
- Campus News Video Electronic News Gathering (ENG) Assessments
- Students will identify and display different components in Electronic News Gathering (ENG) field reports
- News Crew position: Execution meeting FCC Standards in Criteria Corner/Application of Skills
- Script preparation- Storyboard, Script Content and Shot Sheet Components
- Knowing when and where to use proper equipment in a variety of scenarios
- Segments produced added to the Raider Nation News Program: News Program (Criteria Rubric)
- Articulation of Message

Objectives (SLO)

Students will know:
- All news stories must have a lead.
- Multiple sources are essential to creating an accurate portrayal of a news event or story.
- File management of imported media helps live production run smoothly.
- A large volume of B -Roll footage is necessary to build a complete news story.
- School news consists of any story that involves teachers , students, clubs, activities, classes, sports and arts.
- Community news consists of any story that involves the local community such as town politics, construction, local businesses, parks and recreation, fundraising events, and local theatre.
- Technical components utilized in various remote shooting styles
- How to engage an audience with a variety of risks in script development
- Career track opportunities in studio and Electronic News Gathering (ENG) reporting industry
- Newsgathering consists of research, interviewing individuals important to a news story, and corroborate accuracy of information gathered.

Students will be able to:
- Identify what is news and differentiate the information gathered by importance.
- Create a news segment that highlights the most important fact at the beginning of the story.
- Distinguish key interview subjects.
- Construct a media folder in the Premiere Pro app for frequently used news items.
- Produce B-roll footage that will cover the length of all interviews and in-studio news copy.
- Construct a news broadcast that integrates multiple areas of interest to the student body.
- Produce and Direct a news story for inclusion in the Raider Nation News Program.
- Develop the skills necessary to produce a detailed television script
- Develop the skills necessary to operate the production switcher/teleprompter in a television production
- Develop the skills necessary for the construction of effective graphics for television
- Be able to identify microphone types based on pick up pattern, application, construction, impedance
- Be able to identify the technical limitations of producing a television show
- Be able to distinguish between an electronic assemble(Switcher) and insert edit
- Develop the skill necessary for television production by role playing various positions during practical exercises
- Develop the ability to sequence pictures to tell a story or transmit a message
- Become adept at anchoring a television program

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and wireless microphone operation
- Specific types of microphones
- Tricaster switcher
- Adobe Premiere Pro
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- Internet tutorials
- YouTube tutorials
- Cybercollege.com
- Videomaker – Magazine
- A/V Stock Libraries
- www.lynda.com
- Guest Speakers

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 2

Electronic News Gathering (ENG) Reporting Post Production Editing

Summary and Rationale

Unit 2 will form collaborative crew assignments with career opportunities in the expanded horizons of video editing and content creation. From school and community news coverage, students will construct a timeline to create a visual story. The final projects will be published on the schools local YouTube channel and well as the school's social media outlets.

Recommended Pacing

12 weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: A/V Technology & Film (AR-AV)

9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Interdisciplinary Connections	
English Language Arts - Speaking & Listening	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
English Language Arts - Writing	
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Video Production is a three-staged process: Pre-production, production, and post-production. - In addition to editing, Premiere Pro can be used for graphics and adjusting audio and special effects during post-production. - Post-Production can take on many art forms to tell a story. - Errors in organizing media can impede the entire production development process.	- What role do digital tools, graphics, and special effects play in story-telling? - Why should digital story-telling be considered an art form? - How can Premiere Pro be used for tasks other than editing clips? - How does organizing media affect post-production?

Evidence of Learning (Assessments)

- Semester Production Logs
- Campus News Video Electronic News Gathering (ENG) Assessments
- Students will identify and display different components in Electronic News Gathering (ENG) field reports
- News Crew position: Execution meeting FCC Standards in Criteria Corner/Application of Skills
- Script preparation- Storyboard, Script Content and Shot Sheet Components

- Knowing when and where to use proper equipment in a variety of scenarios
- Segments produced added to the Raider Nation News Program: News Program (Criteria Rubric)
- Articulation of Message

Objectives (SLO)

Students will know:
- The technical quality that is required to produce a news segment
- Countdown live roll-in sequences are vital in live news programs
- How to set the volume and change opacity through keyframe editing
- Levels of proficiency demanded of television personnel by the broadcast industry and the public audience
- Different angle B-Roll composition evidence in the news story.
- Technical components utilized in various remote shooting styles
- How to engage an audience with a variety of risks in script development
- How to insert lower-thirds, crawls, and watermarks
- Career track opportunities in the studio and Electronic News Gathering reporting industry.

Students will be able to:
- Produce a news show, or a talk show
- Identify various production positions and equipment in the television studio.
- Perform each production position (Director, Technical Director, Camera Operator, OnAir Talent, Teleprompter, Audio Technician, Floor Manager).
- Perform as a director and maintain show timing and positioning.
- Apply knowledge to operate the TriCaster Mini and incorporate transitions, graphic overlays, and other effects and functions.
- Apply knowledge to adjust camera aperture, focus, white balance, zoom and physical set position.
- Interpret and present a written script.
- Apply knowledge of teleprompter software to convert a script.
- Develop the skills necessary to produce a detailed television script
- Identify B-Roll angles and post-production value
- Be able to identify microphone types based on pick up pattern, application
- Be able to distinguish between an electronic assemble and insert edit
- Develop the ability to sequence pictures to tell a story or transmit a message.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and Wireless microphone operation
- Specific types of microphones
- Tricaster Switcher
- Adobe Premiere Pro
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- Internet tutorials
- YouTube tutorials
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- Videomaker – Magazine
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Modifications

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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

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- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class

- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 3

News/Entertainment –   News Show/Campus Game Show

Summary and Rationale

Unit 3 will form collaborative crew assignments with career opportunities in the development of directing a campus style news program/game show. Theory and application in the real-world experience of news production will be used through the unit. The final projects will be published on the schools local YouTube channel and well as the school's social media outlets.

Recommended Pacing

12 weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

9.3 Career and Technical Education

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Pathway: A/V Technology & Film (AR-AV)

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9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Interdisciplinary Connections	
English Language Arts - Speaking & Listening	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
English Language Arts - Writing	
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- A script is an integral part of a show's production. - A television show's crew consists of many interrelated positions in both the control room and studio floor. - Although a News Show and Game show are different in content, production values remain the same, and show integrity is first and foremost - Camera placement is important to the type of show being produced. - Lighting a production is dependent on the number of talents and the size of the set. - A video switcher is at the heart of all studio television production. - Media artists integrate various media and content to develop complex, unified artworks	- How do you ensure that the production is an accurate portrayal of the script? - How does one determine what production positions are needed to create a program? - What determines proper camera placement for a show? - What factors determine lighting design? - What technical functions in the control room are essential to production? - How are complex media arts experiences constructed? - At what point is a work considered "complete - How do you share your vision with team members - Why is it necessary for the director to know movement and studio floor plan? - Why must the director have trust in the crew members' knowledge? - What is the value of the written show plan prior to live production dates?

through a process of creation and communication.

Evidence of Learning (Assessments)

- Semester Production Logs
- Campus News Video Electronic News Gathering (ENG) Assessments
- Students will identify and display different components in Electronic News Gathering (ENG) field reports
- News Crew position: Execution meeting FCC Standards in Criteria Corner/Application of Skills
- Script preparation- Storyboard, Script Content and Shot Sheet Components
- Knowing when and where to use proper equipment in a variety of scenarios
- Segments produced added to the Raider Nation News Program: News Program (Criteria Rubric)
- Studio Campus Live Game/News Show: Student Produced and Directed
- Show-Criteria
- Articulation of Message

Objectives (SLO)

Students will know:
- A TV production is an interdisciplinary, collaborative event.
- Each production position requires specific skills that are interrelated..
- The director is ultimately responsible for the proper execution of all positions.
- The technical director is responsible for the technical broadcasting of the program.
- The camera operator is responsible for the proper composition of all shots.
- On-air talent is responsible for delivering the content of the script.
- The teleprompter operator is responsible for ingesting the script and maintaining proper speed and size for the talent to read.
- The technical quality that is required by the FCC and the broadcast industry
- Fundamentals of constructing effective sets for television
- Technical components utilized in various remote shooting styles
- How to engage an audience with a variety of risks in script development
- Career track opportunities in studio and game show distribution.

Students will be able to:
- Produce a news show, talk show or game show.
- Identify various production positions and equipment in the television studio.
- Perform each production position (Director, Technical Director, Camera Operator, OnAir Talent, Teleprompter, Audio Technician, Floor Manager).
- Perform as a director and maintain show timing and positioning.
- Apply knowledge to operate the TriCaster Mini and incorporate transitions, graphic overlays, and other effects and functions.
- Apply knowledge to adjust camera aperture, focus, white balance, zoom and physical set position.
- Interpret and present a written script.
- Apply knowledge of teleprompter software to convert a script.
- Develop the skills necessary to produce a detailed television script.
- Develop the skills necessary to operate the production switcher/special effects generator in a television production.
- Develop the skills necessary for the construction of effective graphics for television with eight contestants.
- Be able to identify microphone types based on pick-up pattern, application, construction, impedance on studio floor.
- Be able to identify the technical limitations of producing a television game show.
- Execute remote boom microphone operation.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and Wireless microphone operation
- Specific type of microphone
- Tricaster Switcher
- Adobe Premiere Pro Software
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- Internet, YouTube tutorials
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- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
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- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding

- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
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- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 4

Advanced Video Editing –   More than just cut and paste

Summary and Rationale

Unit 4 will form collaborative crew assignments with career opportunities in the expanded horizons of Electronic News Gathering (ENG) through various media platforms. Students will explore advanced post-production skills and techniques to further enhance their understanding of editing and live production switching. Students will utilize production skills in remote locations with diverse hardware and software applications. Students will explore and implement the use of Tricaster and Adobe Premiere Pro while gathering school and community news coverage. Students will articulate the "message" with various writing styles for studio and remote news with final outcomes published and aired on the local cable outlets.

Recommended Pacing

8 Weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

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9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: A/V Technology & Film (AR-AV)

9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.

9.3.12.AR-AV.4	Design an audio, video and/or film production.

Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Interdisciplinary Connections	

English Language Arts - Speaking & Listening	
SL.12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.

English Language Arts - Writing	
W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Editing is a key component in the storytelling process. - Proper file formatting and management is needed for an organized workflow. - The workspace layout can be rearranged when one has a firm comprehension of window functions. - The relationship between visual and auditory elements is essential to meaning. - The types of transitions between scenes affect the ability to convey time and tone. - There are qualities of news in every news story and production you view. - There are a variety of influences that can help predict the news we view and produce. - There are a variety of methods for logging and capturing.	- Why does editing for news differ from editing live game show productions? - How can you infuse continuity editing in news production? - What are live shooting styles needed for FCC standards? - What tools would you include in your own editing suite? - How can editing affect meaning? - Why are like-files grouped together? - Why are there multiple ways to perform a task? - When should video and audio be edited together? - How is a Tricaster used effectively offline to perform edits?

- Editing must be considered when segmenting a live shoot.
- Basic methods in Premiere Pro can be used in a multitude of live events.
- The use of the Tricaster takes skill and understanding of its functions and features, as well as the knowledge of composition techniques.

Evidence of Learning (Assessments)

- Campus News Video Electronic News Gathering (ENG) Assessments
- Students will identify and display different components in Electronic News Gathering (ENG) field reports
- News Crew position: Execution meeting FCC Standards in Criteria Corner/Application of Skills
- Script preparation- Storyboard, Script Content and Shot Sheet Components
- Knowing when and where to use proper equipment in a variety of scenarios
- Segments produced added to the Raider Nation News Program: News Program (Criteria Rubric)
- Studio Campus Live Game/News Show: Student Produced and Directed
- Show-Criteria
- **LIVE Raider Nation News Program:** Student Produced and Directed News Program (Criteria Rubric)
- Articulation of Message
- Semester Production Logs

Objectives (SLO)

Students will know:
- The workflow can be customized for different types of projects.
- Ingesting decisions affect file format.
- Properly setting up scratch disk organizing file paths.
- The timeline is where most editing is done.
- Video and audio can be layered in multiple tracks.
- The media browser is used to organize your media.
- The source monitor allows for editing original footage.
- The program monitor is used to build a sequence.
- There are keyboard shortcuts to change the type of tool with which you are working.
- Bins can be created in the project panel to organize media.
- Career track opportunities in the studio and in the Electronic News Gathering (ENG) and reporting industry.

Students will be able to:
- Create a short film using Premiere Pro from footage shot on a digital camera.
- Arrange a workspace for a specific project.
- Recognize file formats and how they are transferred to the computer.
- Create a library to upload files.
- Compose video and audio clips in a timeline.
- Distinguish between tracks for audio and video.
- Arrange media by type and use.
- Edit footage using tools in the source window.
- Recall shortcuts for tools and locate tools on the tools panel.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and Wireless microphone operation
- Specific types of microphones
- Tricaster Switcher
- Adobe Premiere Pro
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- Internet tutorials
- YouTube tutorials
- Cybercollege.com
- Videomaker – Magazine
- A/V Stock Libraries
- www.lynda.com
- Guest Speakers

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently

- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.