

Scope and Sequence

Unit #:	Title	# of Days
Unit I:	Intro to Television Production 1	1 Day
Unit II:	The Television Production Industry	3 Days
Unit III:	Cables and Adapters	4 Days
Unit IV:	The Philadelphia Television Market	3 Days
Unit V:	Working in the Television Production Studio	5 Days
Unit VI:	Getting Technical	3 Days
Unit VII:	The Video Camera & Support Equipment	5 Days
Unit VIII:	Audio and Sound	5 Days
Unit IX:	Video Scripting and Story Boarding	3 Days
Unit X:	The Video Switcher	5 Days
Unit XI:	Directing	5 Days
Unit XII:	Lighting	5 Days
Unit XIII:	Review/Midterm	3 Days
Unit XIV:	Studio Production #1	10 Days
Unit XV:	Studio Production #2	10 Days
Unit XVI:	Studio Production #3	10 Days
Unit XVII:	Review/Final/Studio Production #4	10 Days
Total Number of Days		90 Days

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit II: The Television Production Industry

Essential Question: What is Television Production Industry?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).2	<p>Lesson 1: Television Production Industry</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the various areas within the television production industry and cite the unique characteristics of each by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
2 Days	9.4.12.C.(1).2	<p>Lesson 2: Networks and Affiliates</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Describe the roles of networks in the process of scheduling programming by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1 Day	9.4.12.C.(1).2	<p>Lesson 3: What is an Ad?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how the cost of an ad is determined by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit II: The Television Production Industry

Essential Question: What is Television Production Industry?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).2	<p>Lesson 1: Television Production Industry</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the various areas within the television production industry and cite the unique characteristics of each by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
2 Days	9.4.12.C.(1).2	<p>Lesson 2: Networks and Affiliates</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Describe the roles of networks in the process of scheduling programming by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1 Day	9.4.12.C.(1).2	<p>Lesson 3: What is an Ad?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how the cost of an ad is determined by doing so. 	<ul style="list-style-type: none"> Student Handout Text Book: <i>Television Production</i> pgs. 15 - 30 Student Workbook 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit III: Cables and Adapters

Essential Question: What Video/audio plug plugs into what?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	Lesson 1: Connectors and Adapters Objective: SWBAT: <ul style="list-style-type: none"> • Explain how connectors and adapters are used in the broadcast industry by using them correctly. 	<ul style="list-style-type: none"> • Student Handout • Supplemental Material • Teacher Presentation 	<ul style="list-style-type: none"> • Instant Feedback • Teacher Quiz • Hands On Activity • Teacher Test
2 Days	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	Lesson 2: What Goes Where? Objective: <ul style="list-style-type: none"> • SWBAT: Identify the types of connectors used in the broadcast industry by using them correctly. 	<ul style="list-style-type: none"> • Student Handout • Supplemental Material • Teacher Presentation 	<ul style="list-style-type: none"> • Instant Feedback • Teacher Quiz • Hands On Activity • Teacher Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit IV: The Philadelphia TV Market

Essential Question: What is a TV Market?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).4	<p>Lesson 1: What is a TV Market?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand what makes up a TV market by understanding how they are determined. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Student Handout Teacher Presentation 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1 Day	9.4.12.C.(1).4	<p>Lesson 2: What are the Top 10?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand the 10 US TV Markets by knowing the top 10 markets. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Student Handout Teacher Presentation 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1 Day	9.4.12.C.(1).4	<p>Lesson 3: Types of Television Formats</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand the differences between Broadcast TV, Paid TV Services, and Internet TV, by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Student Handout Teacher Presentation 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit V: Working in the Television Production Studio

Essential Question: Why is important to know your job requirements?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1.5 Days	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 1: Positions in a TV Studio</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how the responsibilities of each production staff position are dependent on the functions of other production staff positions by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 31 - 53 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
2 Days	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 2: Responsibilities of the Positions in the TV Studio</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> List the Primary responsibilities of each production staff position by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 31 - 53 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1.5 Days	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 3: Activities of the Studio Personnel</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall the activities in each step of a production workflow by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 31 - 53 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit VI: Getting Technical

Essential Question: How do I get these moving pictures?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 1: How Do We Get Our Picture?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Summarize how the television picture is produced by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 2: What is a Scanning Signal?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Name and define each of the scanning signals by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 3: Why Do We Need Sync?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the importance of sync to video equipment during production by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 4: Changes and Effects?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Describe how the imminent changes in video technology will affect both current and new video standards by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 5: Standard Versus High Definition</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the differences between standard definition television and high definition by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 6: Global TV Formats</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall the differences between the different TV formats used around the world by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 7: Interlace and Progressive</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand the difference between interlace and progressive scan technology by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 379 - 389 Student Workbook Supplemental Material Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit VII: The Video Camera and Support Equipment

Essential Question: How do I run the Television Camera?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 1: Types of Video Cameras</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the differences between the various video cameras available by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 -101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 2: Parts of the Video Camera</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify each part of a video camera and note the corresponding function by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 -101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 3: Focal Techniques</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Differentiate between the focal length and the focal point related to a zoom lens by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 -101 Student Workbook Supplemental Material Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENT	ITS
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 4: The Lens</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the interrelationship between f-stops, the iris and aperture in controlling light by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 - 101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test 	
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 5: Depth of Field</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how depth of field contributes to composing a good picture by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 - 101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test 	
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 6: Composition of the Shot</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Describe the composition of each type of camera shot by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 - 101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test 	
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 7: Types of Camera Movements</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Illustrate a variety of camera movements by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 55 - 101 Student Workbook Teacher led discussion TV/Video Cameras Tripods 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test 	

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit VIII: Audio and Sound

Essential Question: How do I get good sound?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).3	<p>Lesson 1: Audio for Television</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the function of audio for television by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 123 - 145 Student Workbook Teacher led discussion Various Types of Microphones Microphone Cables Audio Board 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Working in Studio Production
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).3	<p>Lesson 2: Types of Microphones</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> List the most common use of each type of microphone presented by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 123 - 145 Student Workbook Teacher led discussion Various Types of Microphones Microphone Cables Audio Board 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Working in Studio Production

2 Days	9.4.12.C.(1).1 9.4.12.C.(1).3	<p>Lesson 3: Pick-up Pattern</p> <p>Objective: SWBAT: Describe the importance of the pick-up pattern classification when selecting a microphone.</p>	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 123 - 145 • Student Workbook • Teacher led discussion • Various Types of Microphones • Microphone Cables • Audio Board 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test Working in Studio Production
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).3	<p>Lesson 4: VU Meter</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Recall the appropriate VU meter readings for both analog audio systems and a digital audio system. 	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 123 - 145 • Student Workbook • Teacher led discussion • Various Types of Microphones • Microphone Cables • Audio Board 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test Working in Studio Production

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit IX: Video Script and Story Boarding

Essential Question: How do I get the idea on paper?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 1: What is a Video Script?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify Video Scripts and cite the unique characteristics by using it for planning out a production. 	<ul style="list-style-type: none"> Video Script and Story Board Forms Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Teacher Rubric Completed Video Script and Story Board used in a Production
1 Day	9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 2: What is a Story Board?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Create Story Board and cite the unique characteristics by using it in a production. 	<ul style="list-style-type: none"> Video Script and Story Board Forms Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Teacher Rubric Completed Video Script and Story Board used in a Production
1 Day	9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 3: How do I fill out a Video Script and Story Board?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Create a Video Script and Story Board for planning out a production by using it in a production. 	<ul style="list-style-type: none"> Video Script and Story Board Forms Teacher led discussion 	<ul style="list-style-type: none"> Instant Feedback Teacher Rubric Completed Video Script and Story Board used in a Production

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit X: The Video Switcher

Essential Question: How do I use the Video Switcher?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 1: The Video Switcher</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain and demonstrate use of the main functions of a video switcher by using it. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 321 - 353 Student Workbook Teacher led discussion Video Switcher TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Working in Studio Production
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 2: Special Effects</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Name some of the effects that are possible when using a special effects generator by using it. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 321 - 353 Student Workbook Teacher led discussion Video Switcher TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Working in Studio Production

1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 3: Bus and Bar</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand the function of a bus and a bank in relation to a special effects generator by using them properly. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 321 - 353 Student Workbook Teacher led discussion Video Switcher TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 4: The Cut Button and Fader Bar</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the steps involved in using the cut button and fader bar on a special effect generator to cut between different camera shots by doing it. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 321 - 353 Student Workbook Teacher led discussion Video Switcher TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 5: Superimposing and Keying</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Differentiate between a superimposition and a key by demonstrating what a superimposition and a key are. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 321 - 353 Student Workbook Teacher led discussion Video Switcher TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric

BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP

Course: Television Production I

Unit XI: Directing

Essential Question: How do I direct a crew?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 1: Directors Responsibilities</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the director's responsibilities in each phase of the production by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 279 - 293 Student Workbook Teacher led discussion TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric
2 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4	<p>Lesson 2: What Makes a Good Director?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> List qualities common to good directors by doing so 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 279 - 293 Student Workbook Teacher led discussion TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric

1 Day	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4</p>	<p>Lesson 3: Marking the Script</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the proper way to mark a video script and story board and the information included on them by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 279 - 293 Student Workbook Teacher led discussion TV Studio Equipment 	<ul style="list-style-type: none"> Instant Fee Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric
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**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit XII: Lighting

Essential Question: How much light do we need?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 1: Types of Lights</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the various types of lighting instruments and cite unique characteristics of each by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 187 - 214 Student Workbook Teacher led discussion TV Studio Equipment TV Studio Lights TV Studio Light Accessories 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 2: Color of Light</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how different colors of light will affect a video image by doing so. 	<ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 187 - 214 Student Workbook Teacher led discussion TV Studio Equipment TV Studio Lights TV Studio Light Accessories 	<ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio Production Rubric

1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 3: Controlling Light</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the methods of control lighting intensity by doing so. 	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 187 - 214 • Student Workbook • Teacher led discussion • TV Studio Equipment • TV Studio Lights • TV Studio Light Accessories 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test • Studio Production Rubric
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).4 9.4.12.C.(1).6	<p>Lesson 4: Instruments use in Lighting</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Describe the use of the instruments used in each of the television lighting techniques by doing so. 	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 187 - 214 • Student Workbook • Teacher led discussion • TV Studio Equipment • TV Studio Lights • TV Studio Light Accessories 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test • Studio Production Rubric
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 5: Extending the Life of a Light</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Describe the methods recommended to extend the life of lamps by doing so. 	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 187 - 214 • Student Workbook • Teacher led discussion • TV Studio Equipment • TV Studio Lights • TV Studio Light Accessories 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test • Studio Production Rubric
.5 Day	9.4.12.C.(1).1 9.4.12.C.(1).4	<p>Lesson 6: Contrast Ratio</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Explain how the contrast ratio affects the process of light by doing so. 	<ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 187 - 214 • Student Workbook • Teacher led discussion • TV Studio Equipment • TV Studio Lights • TV Studio Light Accessories 	<ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher/Workbook Quiz • Teacher/Textbook Test • Studio Production Rubric

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit XIII: Review/Midterm

Essential Question: What do I know so far?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 1: Review</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall all information learned during the class by reviewing for a Mid-term examination written and Hands On. 	<ul style="list-style-type: none"> Teacher Made Review Teacher led Discussion 	<ul style="list-style-type: none"> Teacher Made Review Review Answer Key
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 2: Written Exam</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the knowledge that they have acquired during the class by taking a teacher made Mid-term Exam. 	<ul style="list-style-type: none"> Teacher Made Exam Teacher led Discussion 	<ul style="list-style-type: none"> Teacher Made Exam Exam Answer Key
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 3: Hands On</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the knowledge that they have acquired during the class by taking a Hands On Exam. 	<ul style="list-style-type: none"> Teacher led Discussion 	<ul style="list-style-type: none"> Studio Rubric

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit XIV: Short Length Studio Production

Essential Question: How do we create a short length studio production?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 1: Pre-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate that they can create a short studio production by creating a video script and story board for a short studio production. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 2: Jobs</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of each position needed in the TV studio by working in each position. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 3: Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of each piece of equipment in the TV studio by working on each piece of equipment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 4: Assignment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create a short Studio Segment with at least 2 Cameras, basic Wipes, Cameras with 1 shot each, and all other studio personal and responsibilities by using these to create the short studio segment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit XV: Medium Length Studio Production

Essential Question: How do we create a medium length studio production?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 1: Pre-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create a medium length studio production by creating a video script and story board for a medium length studio production. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 2: Jobs</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of each position needed in the TV studio by working in each position. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric

9 Days	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 3: Equipment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of each piece of equipment in the TV studio by working on each piece of equipment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric
9 Days	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 4: Assignment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create a Medium length studio segment with at least 2 cameras, multiple wipes, multiple graphics, cameras with 2 different shots each, and all other studio personal and responsibilities by using these to create the medium length studio segment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric

**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production I

Unit XVI: Long Length Studio Production

Essential Question: How do we create a long length studio production?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	Lesson 1: Pre-Production Objective: SWBAT: <ul style="list-style-type: none"> Create a long length studio production by creating a video script and story board for a long length studio production. 	<ul style="list-style-type: none"> Teacher led discussion Teacher made hand-outs Video Script and Story Boards TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	Lesson 2: Jobs Objective: SWBAT: <ul style="list-style-type: none"> Demonstrate the knowledge of each position needed in the TV studio by working in each position. 	<ul style="list-style-type: none"> Teacher led discussion Teacher made hand-outs Video Script and Story Boards TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	Lesson 3: Equipment Objective: SWBAT: <ul style="list-style-type: none"> Demonstrate the knowledge of each piece of equipment in the TV studio by working on each piece of equipment. 	<ul style="list-style-type: none"> Teacher led discussion Teacher made hand-outs Video Script and Story Boards TV Studio Equipment 	<ul style="list-style-type: none"> Instant Feedback Studio Production Rubric

9 Days	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 4: Assignment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create a long length studio segment with at least 2 cameras, multiple wipes, multiple graphics, cameras with 2 different shots each, Chroma Key, and all other studio personal and responsibilities by using these to create the long length studio segment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric
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BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP

Course: Television Production I

Unit XVII: Final/Extended Length Studio Production

Essential Question: How do we create an extended length studio production, what have I learned?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 1: Pre-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create an extended length studio production by creating a video script and story board for a extended length studio production. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 2: Jobs</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of each position needed in the TV studio by working in each position. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric
9 Days	9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6	<p>Lesson 3: Equipment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge of each piece of equipment in the TV studio by working on each piece of equipment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric

<p>9 Days</p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 4: Assignment Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create an extended length studio segment with at least 3 cameras, numerous wipes, numerous graphics, cameras with multiple shots, and all other studio personal and responsibilities by using these to create the extended length studio segment. 	<ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment 	<ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric
<p>1 Day</p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 5: Review Objective: SWBAT:</p> <ul style="list-style-type: none"> • Recall all information learned during the class by reviewing for a Final Exam. 	<ul style="list-style-type: none"> • Teacher Made Review • Teacher led Discussion 	<ul style="list-style-type: none"> • Teacher Made Review • Review Answer Key
<p>1 Day</p>	<p>9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6</p>	<p>Lesson 6: Written Exam Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the knowledge that has acquired during the class by taking a teacher made Final Exam. 	<ul style="list-style-type: none"> • Teacher Made Exam 	<ul style="list-style-type: none"> • Teacher Made Exam • Exam Answer Key