

Television Production II Scope and Sequence

| Unit #: | Title | # of Days |
|-----------------------------|--|------------------|
| Unit I: | Introduction to Television Production II | 1 |
| Unit II: | Studio and Remote Shooting | 10 |
| Unit III | Field Equipment | 10 |
| Unit IV | Production Staging and Interaction with Talent | 4 |
| Unit V | Video Editing | 5 |
| Unit VI | Non-Linear Editing | 20 |
| Unit VII | Midterm/Hands On | 7 |
| Unit VIII | Broadcast Journalism & Newswriting for Broadcast | 6 |
| Unit IX | Interviews | 4 |
| Unit X | Edit Assignment #1 | 7 |
| Unit XI | Legalities; Releases, Copyright, and Forums | 4 |
| Unit XII | Edit Assignment #2 | 5 |
| Unit XIII | Final/Hands On | 7 |
| Total Number of Days | | 90 Days |

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

Course: Television Production II

Unit I: Introduction to Television Production II

Essential Question: Why am I here?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|----------------|---|--|---|
| 1 Day | 9.4.12.C.(1).2 | <p>Lesson 1: Welcome to Television Production I</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Understand what is expected of them in the class by participating in a class lecture of the class. | <ul style="list-style-type: none"> Teacher led discussion Class Syllabus | <ul style="list-style-type: none"> Completion of Open Ended Question Returned Signed Syllabus |

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

Course: Television Production II

Unit II: Studio and Remote Shooting

Essential Question: What is the difference in an Inside Studio versus an Outside Studio?

| 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 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 1: Characteristics of both Studio and Remote Shooting</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall the specific characteristics of both studio and remote shooting by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 2: Types of Monitors</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the types of monitor set up in the control room and state the functions of each by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |

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|--------|--|--|--|--|
| 2 Days | 9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 3: ENG versus P</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the differences between ENG and EFP by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 4: Evaluating a location shoot</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the items to be evaluated during a location shoot by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 5: Advantages, Challenges to Studio and Remote Shooting</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Summarize the advantages and challenges of both studio and remote shooting by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 6: Solving Lighting Problems</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the options available to solve lighting problems when shooting on location. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |

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|--------|---|---|--|--|
| 1 Day | <p>9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7</p> | <p>Lesson 7: Features/Procedures of Studio and Remote Shooting</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Compare the features and procedures of both remote shooting techniques. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |
| 2 Days | <p>9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7</p> | <p>Lesson 8: Hands On</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Demonstrate how to work in a studio environment and working on a remote shoot by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 215 - 254 Student Workbook Teacher led discussion Studio Equipment Remote Shooting Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Teacher/Workbook Quiz Teacher/Textbook Test Studio and Field Rubrics |

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

Course: Television Production II

Unit III: Field Equipment

Essential Question: How do I set this equipment up?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|-----------------|--|--|--|--|
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | Lesson 1: Parts of the Tripod Objective: SWBAT: <ul style="list-style-type: none"> Identify all parts of the field camera tripod by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Teacher led discussion Field Camera Tripod | <ul style="list-style-type: none"> Instant Feedback Teacher Quiz Teacher Test |
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | Lesson 2: Parts of the Tripod - II Objective: SWBAT: <ul style="list-style-type: none"> Properly set up the field camera tripod by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Teacher led discussion Field Camera Tripod | <ul style="list-style-type: none"> Instant Feedback Teacher Quiz Teacher Test |
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | Lesson 3: Parts of the Field Camera Objective: SWBAT: <ul style="list-style-type: none"> Identify all parts of the field camera by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Teacher led discussion Field Camera | <ul style="list-style-type: none"> Instant Feedback Teacher Quiz Teacher Test |

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|--------|--|---|--|---|
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 4: Parts of the Field Camera - II</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate setting up and using the field camera by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Field Camera | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Teacher Quiz ▪ Teacher Test |
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).4 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 5: Parts of the Field Audio System</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Identify all parts of the field audio system by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Field Audio System | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Teacher Quiz ▪ Teacher Test |
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 6: Parts of the Field Audio System - II</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate setting up and using the field audio system by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Field Audio System | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Teacher Quiz ▪ Teacher Test |
| 7 Days | 9.4.12.C.(1).1 9.4.12.C.(1).2 9.4.12.C.(1).3 9.4.12.C.(2).3 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 7: Hands-On</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate setting up Tripod, Camera, and Field Audio system to record footage for future class projects by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Field Camera • Field Camera Tripod • Field Audio System | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Teacher Quiz ▪ Teacher Test ▪ Footage to be used in future project. |

BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP

Course: Television Production II

Unit IV: Production Staging and Interaction with Talent

Essential Question: Where do I put the camera, and the Talent?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|-----------------|--|--|---|---|
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 1: Parts of the Set</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the foreground, middle ground, and background on a set by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 255 - 278 Student Workbook Teacher led discussion Studio Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 2: Vector Line</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall the function and importance of the vector line in camera staging by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 255 - 278 Student Workbook Teacher led discussion Studio Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 3: What is a Jump Cut?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain the difference between a jump cut and error in continuity by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 255 - 278 Student Workbook Teacher led discussion Studio Equipment | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |

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|--------|--|---|---|---|
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 4: Staging an Interview</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Illustrate the staging for both two-person and three person studio interviews by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 255 - 278 • Student Workbook • Teacher led discussion • Studio Equipment | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |
| .5 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 5: What is an Aside?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Explain the difference between a dramatic aside and ad-libbing by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 255 - 278 • Student Workbook • Teacher led discussion • Studio Equipment | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).6 9.4.12.C.(2).3 9.4.12.C.(2).7 | <p>Lesson 6: Working with Amateurs</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Identify considerations and methods that production staff members should use when working with non-professional talent, | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 255 - 278 • Student Workbook • Teacher led discussion • Studio Equipment | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |

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

Course: Television Production II

Unit V: Video Editing

Essential Question: What is editing?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|-----------------|--|--|---|---|
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 9.4.12.C.(2).3 | <p>Lesson 1: Why do we Edit?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Discuss the importance of editing in the television production by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 355 - 378 Student Workbook Teacher led discussion | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |
| 1 Days | 9.4.12.C.(1).1 9.4.12.C.(1).5 9.4.12.C.(2).3 | <p>Lesson 2: Linear Versus Non-Linear</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the differences between linear editing and non-linear editing process by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 355 - 378 Student Workbook Teacher led discussion | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 9.4.12.C.(2).3 | <p>Lesson 3: Edit Decision List</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Summarize the creation and use of an edit list by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production</i> pgs. 355 - 378 Student Workbook Teacher led discussion | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |

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| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 9.4.12.C.(2).3 | <p>Lesson 4: Editing and Action</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Explain the considerations related to editing and action by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 355 - 378 • Student Workbook • Teacher led discussion | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 9.4.12.C.(2).3 | <p>Lesson 5: Steps in Non-linear Editing</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Summarize the steps involved in non-linear editing by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production</i> pgs. 355 - 378 • Student Workbook • Teacher led discussion | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |

BRIDGETON PUBLIC SCHOOLS
Television Production
PACING CHART/CURRICULUM MAP

Course: Television Production II

Unit VI: Non-Linear Editing

Essential Question: What is, and how do I use a Non-linear Editing System.

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|----------------------------------|---|---|--|
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 1: Introduction to Software</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Understand and use the terminology for the software by using it. • Identify the different screens associated with the software by using them. • Demonstrate how to store and organize their clips by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher made worksheet • Teacher Quiz • Teacher Test • Studio and Field Rubrics |

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|-------|----------------------------------|--|---|--|
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 2: Basic Editing</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Perform the importing/capturing of clips to the software by doing so, • Demonstrate the proper use of the "In and Out Points" by using them. • Understand the difference between Insert and Overwrite editing by using them correctly. • Demonstrate the functions of the buttons on the "Toolbar" by using them correctly. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Review of Student Workbook ▪ Chapter Review Questions ▪ Teacher made worksheet ▪ Teacher Quiz ▪ Teacher Test ▪ Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 3: Clips</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the Sync and lock of video tracks by doing so. • Perform moving and rearranging of clips on the time line by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Review of Student Workbook ▪ Chapter Review Questions ▪ Teacher made worksheet ▪ Teacher Quiz ▪ Teacher Test ▪ Studio and Field Rubrics |
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 4: Transitions</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Apply transitions to the clips on the time line by adding the transitions between two clips. • Adjust the timing of the transition between to clips by changing the transition time. • Adjust the reference of the transition from center, beginning, or end by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Review of Student Workbook ▪ Chapter Review Questions ▪ Teacher made worksheet ▪ Teacher Quiz ▪ Teacher Test ▪ Studio and Field Rubrics |

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|---------|----------------------------------|--|---|--|
| 1 Day | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 5: Graphics</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Add Graphics to the timeline/sequence by creating graphics and adding them to the timeline/sequence. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher made worksheet • Teacher Quiz • Teacher Test • Studio and Field Rubrics |
| 15 Days | 9.4.12.C.(1).1 9.4.12.C.(1).5 | <p>Lesson 6: Hands-On Edit</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate all skills learned on completion of editing assignment by completing an editing assignment, and future editing assignment. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Teacher led discussion • Computer with Non-Linear editing software. • Teacher made worksheet • Teacher made quiz • Teacher made test | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Teacher made worksheet • Teacher Quiz • Teacher Test • Studio and Field Rubrics |

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

Course: Television Production II

Unit VII: Midterm/Hands-On

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: Pre-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Create a video script and story board for a midterm hands-on project by creating one. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |
| 2 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: Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Produce a midterm hands-on project by using the skills learned in the class to create a hands-on project. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |
| 2 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: Post-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Edit a midterm hands-on project by using the skills learned in the class to edit a final hands-on project. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |

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| 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 9.4.12.C.(1).5 9.4.12.C.(1).6</p> | <p>Lesson 4: Review Objective: SWBAT:</p> <ul style="list-style-type: none"> Recall all information learned during the class by reviewing for a Mid-Term examination. | <ul style="list-style-type: none"> Teacher Made Review Teacher led Discussion | <ul style="list-style-type: none"> Teacher M Review Answer Key review Answer Key |
| 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 9.4.12.C.(1).5 9.4.12.C.(1).6</p> | <p>Lesson 5: Written Exam Objective: SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the knowledge that was acquired during the class by taking a teacher made Mid-Term Exam. | <ul style="list-style-type: none"> Teacher Made Exam | <ul style="list-style-type: none"> Teacher Made Exam Exam Answer Key |

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

Course: Television Production II

Unit VIII: Broadcast Journalism and Newswriting for Broadcast

Essential Question: What is Broadcast Journalism and how do I write for a Newscast?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|--|---|--|---|
| 1 Day | 9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).3 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).6 9.4.12.C.(2).7 | <p>Lesson 1: Being a Broadcast Journalist</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Explain the responsibilities that broadcast journalists have to the viewing public by doing so. • Identify news programs as mainstream, non-mainstream, or tabloid by doing so. • Recall the news elements use to judge the newsworthiness of a story. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 187 - 210 • Student Workbook • Teacher led discussion | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test |

| | | | |
|---|--|---|--|
| <p>1 Day</p> <p>9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).3 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).6 9.4.12.C.(2).7</p> | <p>Lesson 2: Story Types News cast</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recognize the different story types broadcast during the news by doing so. Explain the elements of a package by doing so. Identify the various abbreviations used on a newscast script. Recall the workflow and responsibilities involved in a typical day in a newsroom. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 187 - 210 Student Workbook Teacher led discussion | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test |
| <p>1 Day</p> <p>9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).5</p> | <p>Lesson 3: What is a Newsworthy Story?</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify ways to find newsworthy stories by doing so. Explain how the angle of a story affects how the story is written by doing so. Summarize the concepts of “writing for the ear” by doing so. Apply the guidelines for good news story writing by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| <p>3 Days</p> <p>9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6 9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).5 9.4.12.C.(2).7</p> | <p>Lesson 5: News Story Hands-On</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Produce/Shoot/Edit a news story by creating a news story for playback on BHS TV, Or BHS TV Website | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |

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

Course: Television Production II

Unit IX: Interviews

Essential Question: How do I conduct a good interview?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|----------|--|---|---|--|
| 1.5 Day | 9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).5 | <p>Lesson 1: The Background of an Interview</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Explain the purpose of gathering background before an interview by doing so. • Create interview questions and topics based on background research by doing so. • Identify the difference between shooting an interview that is aired live and shooting an interview that will be edited into a package story by doing so. • Explain the Function of B-roll by using it in the interview. • Recognize effective techniques for conducting an interview by doing so. | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 225 - 238 • Student Workbook • Teacher led discussion • Field Equipment • Editing Stations | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test • Field Production Rubric |

| | | | | |
|----------|---|---|---|--|
| 2.5 Days | <p>9.4.12.C.(1).1 9.4.12.C.(1).3 9.4.12.C.(1).4 9.4.12.C.(1).5 9.4.12.C.(1).6 9.4.12.C.(2).1 9.4.12.C.(2).2 9.4.12.C.(2).5 9.4.12.C.(2).7</p> | <p>Lesson 2: Interview I s-On</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Produce/Shoot/Edit a interview by conducting an interview (Produce/shoot/edit) for playback on BHS TV, Or BHS TV Website | <ul style="list-style-type: none"> • Teacher Made Handout(s) • Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 225 - 238 • Student Workbook • Teacher led discussion • Field Equipment • Editing Stations | <ul style="list-style-type: none"> • Instant Feedback • Review of Student Workbook • Chapter Review Questions • Quiz • Teacher/Textbook Test • Field Production Rubric |
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**BRIDGETON PUBLIC SCHOOLS
TELEVISION PRODUCTION
PACING CHART/CURRICULUM MAP**

Course: Television Production II

Unit X: Editing Assignment #1

Essential Question: How can I put all this editing information together?

| 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 video script and story board for editing assignment #1, by creating a video script and story board for a short editing assignment #1. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric |
| 3 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: Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Produce a short editing assignment#1 by shooting footage as written out on video script and story boards. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric |
| 3 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: Post-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Edit a short editing assignment # 1 by using footage recorded and editing it together to create Editing Assignment #1. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> ▪ Instant Feedback ▪ Studio Production Rubric |

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

Course: Television Production II

Unit XI: Legalities; Releases, Copyright, and Forums

Essential Question: What is legal?

| TIMELINE | NJCCCS | SKILLS/CONTENT OBJECTIVES | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS | ASSESSMENTS |
|-----------------|--|---|---|--|
| .5 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 1: Releases</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the different types of releases used in broadcast journalism and television production, and explain each purpose of each by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| .5 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 2: Public and Private Property</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recognize the differences between public and private property by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |

| | | | | |
|--------|--|---|---|--|
| .5 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 3: Copyright I</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how Copyright Law applies in broadcast productions by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| .5 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 4: Educational Fair Use</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Recognize how Educational Fair Use applies in the classroom by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| 1 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 5: Transformative Use</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Illustrate transformative use of material by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| 1 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 6: Public Domain</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Identify the criteria for public domain status by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |

| | | | | |
|-------|--|---|---|--|
| 1 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 7: Public Forum</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Summarize the characteristics of each type of public forum by doing. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |
| 1 Day | 9.4.12.C.(2).4 9.4.12.C.(2).5 9.4.12.C.(2).7 | <p>Lesson 8: First Amendment</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> Explain how the First Amendment applies in the organizations and operations of a broadcast journalism course by doing so. | <ul style="list-style-type: none"> Teacher Made Handout(s) Text Book: <i>Television Production and Broadcast Journalism</i> pgs. 211 - 222 Student Workbook Teacher led discussion Field Equipment Editing Stations | <ul style="list-style-type: none"> Instant Feedback Review of Student Workbook Chapter Review Questions Quiz Teacher/Textbook Test Field Production Rubric |

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

Course: Television Production II

Unit XII: Editing Assignment #2

Essential Question: How can I put all this editing information together, again?

| 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 video script and story board for editing assignment #2, by creating a video script and story board for a longer timed editing assignment #2 that includes – multiple wipes/dissolve, and multiple graphics. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Board forms • TV Studio Equipment • Field Equipment • Computers with non-linear editing software | <ul style="list-style-type: none"> • Instant Feedback • Field Production Rubric |
| 3 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: Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Produce a longer timed edit assignment #2 by shooting footage as written out on video script and story boards that includes – multiple wipes/dissolve, and multiple graphics. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Board forms • TV Studio Equipment • Field Equipment • Computers with non-linear editing software | <ul style="list-style-type: none"> • Instant Feedback • Field Production Rubric |

| | | | | |
|--------|---|--|--|--|
| 3 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: Post-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Edit a longer timed assignment # 2 by using footage recorded and editing it together to create Editing Assignment #2 that includes – multiple wipes/dissolve, and multiple graphics. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Board forms • TV Studio Equipment • Field Equipment • Computers with non-linear editing software | <ul style="list-style-type: none"> • Instant Fee • Field Production Rubric |
|--------|---|--|--|--|

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

Course: Television Production II

Unit XIII: Final/Hands-On

Essential Question: What have I learned in this class?

| 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 video script and story board for a final hands-on project by creating one. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |
| 2 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: Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Produce a final hands-on project by using the skills learned in the class to create a hands-on project. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |
| 2 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: Post-Production</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Edit a final hands-on project by using the skills learned in the class to edit a final hands-on project. | <ul style="list-style-type: none"> • Teacher led discussion • Teacher made hand-outs • Video Script and Story Boards • TV Studio Equipment • Field Equipment | <ul style="list-style-type: none"> • Instant Feedback • Studio Production Rubric |

| 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 4: Review Objective: SWBAT: <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 |
| 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 5: Written Exam Objective: SWBAT: <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 |