

TRENTON PUBLIC SCHOOLS

# Video Production

## *Curriculum Framework*

**CURRICULUM OFFICES – TRENTON BOARD OF EDUCATION**  
**108 N. Clinton Avenue**  
**3<sup>rd</sup> Floor ~ Room 301**

**Lucy Feria, Interim Superintendent of Schools**  
**Josue Falaise, Interim Chief Academic Officer**  
**Michael Tofte, STEM Supervisor**

**Adopted September 19, 2016**

# **TRENTON PUBLIC SCHOOLS SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)**

## MISSION AND GUIDING PRINCIPLES OF STEM OFFICE

The mission of the Trenton Public Schools STEM Office is to increase the number of students who are college and career ready. The STEM Office seeks to meet this goal by:

- providing students with courses and strategies that will improve student achievement on standardized tests required for high school graduation and college entrance exams
- providing students with the opportunity to earn college credit by via dual credit STEM courses
- exposing students to STEM careers via guest speakers, field trips, career fairs and the development of partnerships
- providing teachers with professional development on strategies on increasing student achievement and helping students develop the skills they need to graduate and prepare for life after high school

**Course Title: Video Production 1**  
**Grade Level: 10-12**  
**Timeframe: 170 Instructional blocks**

## **Introduction**

### **Why study video?**

The world is changing. The explosion in new distributive modes in mass media, including internet streaming and non-broadcast TV has meant new job opportunities for skilled producers. This rapidly shifting marketplace rewards skilled individuals who can identify audiences, understand and create powerful images, and tell moving stories. Students in this course develop all these skills through a series of technical and creative hands-on challenges. Even if your young person is interested in a different career; video production is still a perfect inter-disciplinary laboratory for young people. It compliments traditional academic skills like literacy and numeracy with urgent problem solving, critical thinking, peer leadership and creative collaboration. It requires attentive minds, skilled hands and a heart with something to say.

Video Production 1 is a year-long elective open to students who successfully complete Photography 1. Students develop essential creative and technical skills of video production through completing a variety of authentic communication tasks in a [flipped classroom](#)/workshop environment. While learning basic concepts, terminology and skills of the media industries, students are also trained in soft skills required for success anywhere: critical thinking and problem solving, project management, electronic productivity tools, team dynamics, and interpersonal communication. Project work reinforces key literacy and numeracy skills with purposeful tasks.

There are four instructional units to contextualize learning in real-world enterprises:

**Unit 1 Images and image-making:** Cameras, support, audio and editing. An overview of the production process.

**Unit 2 News conventions:** Journalistic objectivity, newsworthiness, news writing and remote package production.

**Unit 3 Narrative:** Visual storytelling and continuity editing.

**Unit 4 Persuasion:** Advertising industry and forms of video advertising, rhetoric, client relations. The student will end the year with a portfolio showcasing an instructional video, a remote news package, several "movie scenes" and a TV ad campaign.

**Unit Title: 1- Video images and imagemaking**

**Grade Level: 10-12**

**Timeframe: 20 instructional blocks**

**Essential Questions**

What makes professionally created digital images so ubiquitous and powerful?

Where do the media images in our environment come from? What are the circumstances of their construction and distribution? An awareness of the ubiquity and influence of constructed images, a basic understanding of media industries and processes, and particularly a vocabulary for examining constructed images are the conceptual foundations for the study of video production as a vocation:

What separates professional video from "home movies"?

What language do professionals use to talk about video images?

Along with this conceptual platform, the other outcome is a practical overview of the video production process in a simplified form. In the course of producing a short instructional video, each phase of the process and the corresponding skills are learned, practiced and assessed:

What are camera and support techniques used to make video shooting powerful and effective? How can we achieve the highest level of control over the image?

How do professional media producers evaluate sound?

How does audio serve to reinforce the purpose of the video program?

How can sound be best recorded?

How does editing serve the viewer? What nonlinear editing practices best achieve those purposes?

How does editing serve to maintain audience attention and clarify the content?

How can we most effectively plan for the efficient production of quality video?

What basic skills are in demand in most 21<sup>st</sup> century workplaces?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of

that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

1.4.A.2 Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art

1.5.A.1 Parallel historical events and artistic development found in visual art

1.5.B.1 Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times

1.5.B.2 Compare and contrast the stylistic characteristics of a given historical period through visual art

**21<sup>st</sup> Century Skills Standard and Progress Indicators:**

9.1.12.A.2 Participate in online strategy and planning sessions for course based, school based or outside projects

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.4.D.1 Use effective oral and written communication in face to face and online interactions and when presenting to an audience

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.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

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.

9.4.12.C.(6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Tech & communications Career Pathway

9.4.12.C.31 Analyze and summarize the history and evolution of this industry to understand the current place the field holds within society and the economy 9.4.12.C.(6). 4 Research careers and the qualifications they require to build an understanding of opportunities in the pathway

Instructional Plan				Reflection
Pretest				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Apply effective techniques of image composition and proper camera operation to produce a video portrait that depicts the unique character of a subject and explores the formal aspects of the medium.	Hands-on experimentation Cooperative learning Creativity/artistic processing Critical thinking Use of visual imagery, advanced organizers, emphasize key elements in text, graphics, and diagrams	Conference. Revision of complete assignment: rule stricture escalates. Self-critique presentation. Do now prompt and response Homework short answer Resubmission of homework without penalty	<a href="#">Homework 1.1</a> <a href="#">Homework 1.2</a> <a href="#">Seven shot portrait exercise</a> <a href="#">One Perfect shot portrait exercise</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Describe standard camera movements and support techniques. Analyze selected video clips for camera support and movement techniques and reproduce them using tripod, local settings and stand-in	Visual observation Hands-on experimentation Cooperative learning Use spreadsheets to organize data. Critical thinking Think Pair Share	Conference review of materials. Revision of complete assignment: rule stricture escalates. Self-critique	<a href="#">Homework 1.3</a> <a href="#">Shot matching exercise</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

actors.	Drawings, Illustration, Concept mapping Chunking	presentation. Do now prompt and response Homework short answer Resubmission of homework without penalty		
Benchmark assessment: <a href="#">Quiz 1A</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessment: <a href="#">Basic Shooting One Block</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Demonstrate proper file management and workflow procedures as they relate to digital media production.	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference October Portfolio</a>	<a href="#">Homework 0.1 slide 12</a>  <a href="#">Homework 1.8</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Evaluate the suitability of ambient light for shooting video and recommend a relevant correcting strategy.	Hands on experimentation. Cooperative learning. Critical thinking.	<a href="#">Rough cut conference</a>	<a href="#">Instructional Video</a> <a href="#">Homework 1.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>



<p>Anticipate, organize and manage the logistical aspects of video projects. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review. Use digital tools – email, word processing software, spreadsheets, slide presentations, and cloud storage to organize and share information and expedite work.</p>	<p>Use electronic tools to organize, create, retrieve and share data. Critical thinking Problem solving Use checklists, organizers, Mnemonic strategies Use of charts to collect, chart and display data</p>	<p>Portfolio submission</p>	<p><a href="#">October Portfolio Instructional Video</a></p>	<p><a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a></p>
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Understand and explain personal and equipment safety precautions in media production industry.	Recall. Critical thinking. Recall the facts What is the definition for? What happens after? How many?	Electronic quiz Oral quiz	Compile items in workshop conferences and crit presentations.	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark Assessment: <a href="#">Wordwall paragraph</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative written assessments</b>				
<a href="#">Unit 1A Test</a> <a href="#">Unit 1B Test</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative performance assessments</b>				
<a href="#">Instructional Video Final Cut Presentation/Self-critique</a>				<a href="#">Rubric- Instructional video</a> <a href="#">Rubric- Self-crit presentation</a>

**Unit Title: 1B From image to program –Audio and Editing**

**Grade Level: 10-12**

**Timeframe: 20 instructional blocks**

**Essential Questions**

What makes professionally created digital images so ubiquitous and powerful?

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What separates professional video from "home movies"?

What language do professionals use to talk about video images?

Along with this conceptual platform, the other outcome is a practical overview of the video production process in a simplified form. In the course of producing a short instructional video, each phase of the process and the corresponding skills are learned, practiced and assessed:

What are camera and support techniques used to make video shooting powerful and effective? How can we achieve the highest level of control over the image?

How do professional media producers evaluate sound?

How does audio serve to reinforce the purpose of the video program?

How can sound be best recorded?

How does editing serve the viewer? What nonlinear editing practices best achieve those purposes?

How does editing serve to maintain audience attention and clarify the content?

How can we most effectively plan for the efficient production of quality video?

What basic skills are in demand in most 21<sup>st</sup> century workplaces?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

1.2.D.4 Outline a variety of pathways and the requisite training for careers in the visual arts

1.4.A.2 Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art

1.5.A.1 Parallel historical events and artistic development found in visual art

1.5.B.1 Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times

1.5.B.2 Compare and contrast the stylistic characteristics of a given historical period through visual art

**21<sup>st</sup> Century Skills Standard and Progress Indicators:**

9.1.12.A.2 Participate in online strategy and planning sessions for course based, school based or outside projects

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.4.D.1 Use effective oral and written communication in face to face and online interactions and when presenting to an audience

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.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

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.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

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).

9.4.12.C.(6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Tech & communications Career Pathway

9.4.12.C.31 Analyze and summarize the history and evolution of this industry to understand the current place the field holds within society and the economy 9.4.12.C.(6). 4 Research careers and the qualifications they require to build an understanding of opportunities in the pathway

Instructional Plan				Reflection
Pretest				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Explain the process of audio field recording, use	Comprehension of technical writing. Cooperative	Do now prompt and response Homework short	<a href="#">Homework 1.6</a> <a href="#">Homework 1.7</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

equipment to capture and playback sound recordings, select proper microphone for recording application.	learning. Hands-on experimentation.	answer Resubmission of homework without penalty Seminar Presentation of report		
Evaluate the quality of recorded audio footage, and identify and explain the most common flaws in recorded audio, recommending relevant correcting strategies.	Comprehension of technical writing. Cooperative learning. Hands-on experimentation. Critical thinking.	Seminar Presentation of report	<a href="#">Audio Recording One Block Exercise</a> <a href="#">Audio One Block Report</a> <a href="#">Instructional Video</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Use non-linear editing software to create a mix of audio footage that demonstrates knowledge of background / foreground levels and room tone.	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference</a>	<a href="#">Homework 1.8 slide 16</a> <a href="#">Instructional Video</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessment: <a href="#">Quiz 1B</a>				
Use non-linear editing software to review, select,	Comprehension of technical writing. Hands on	<a href="#">Editing basic skills test</a> (graded P/F:	<a href="#">Editing basic skills test</a> <a href="#">Homework 1.8</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

trim and sequence provided video footage to depict an intelligible series of events.	experimentation. Cooperative learning.	failures are formative assessments followed by conference) Homework short answer Resubmission of homework without penalty		
Demonstrate proper file management and workflow procedures as they relate to digital media production.	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference October Portfolio</a>	<a href="#">Homework 0.1 slide 12</a>  <a href="#">Homework 1.8</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Use non-linear editing software to manipulate and combine audio and video from disparate sources, for example, a voiceover combined with visualizations.	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference</a>	<a href="#">Homework 1.8 slide 15</a> <a href="#">Instructional Video</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Evaluate the suitability of ambient light for shooting video and recommend a relevant	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference</a>	<a href="#">Instructional Video</a> <a href="#">Homework 1.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

correcting strategy.	Critical thinking.			
Plan and produce a short instructional video that engages a viewer in clear, well visualized series of steps in a short procedure.	Inquiry model. Research based. Hands on experimentation. Cooperative learning. Critical thinking Creativity/artistic processing	Pitching homework Script classwork Best work today <a href="#">PPM</a> <a href="#">Rough cut conference</a>	<a href="#">Instructional Video</a> <a href="#">Self-crit notes</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Use nonlinear editing software to produce video titles and graphics that are functional and attractive.	Hands on experimentation. Cooperative learning.	<a href="#">Rough cut conference</a>	<a href="#">Homework 1.8 slide 17</a> <a href="#">Instructional Video</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Analyze a popular professionally produced digital image detailing its maker, intended audience and purpose. Demonstrate awareness of issues of representation and subtext in such depictions. Design alternative depiction.	Inquiry model. Research based. Create slideshow to synthesize and share information.	Topic commitment homework Rough draft of slides Seminar presentation of research	<a href="#">Research &amp; Present: depictions</a> <a href="#">Teacher sample</a>	<a href="#">Research presentation rubric</a>



<p>Anticipate, organize and manage the logistical aspects of video projects. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review.</p> <p>Use digital tools – email, word processing software, spreadsheets, slide presentations, and cloud storage to organize and share information and expedite work.</p>	<p>Use electronic tools to organize, create, retrieve and share data.</p> <p>Critical thinking  Problem solving  Learning Centers  Projects  Inquiry  Independent Study  Journals  Concept Formation  Brainstorm</p>	<p>Portfolio submission  Scoring Rubric</p>	<p><a href="#">October Portfolio Instructional Video</a></p>	<p><a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a></p>
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Recall and explain personal and equipment safety precautions in media production industry.	Recall. Critical thinking.	Electronic quiz Oral quiz Presentation Demonstration Log, journal Checklist Portfolio Rubric Metacognition	Compile items in workshop conferences and crit presentations.	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark Assessment: <a href="#">Wordwall paragraph</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative written assessments</b>				
<a href="#">Unit 1A Test</a> <a href="#">Unit 1B Test</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative performance assessments</b>				
<a href="#">Instructional Video Final Cut Presentation/Self-critique</a>				<a href="#">Rubric- Instructional video</a> <a href="#">Rubric- Self-crit presentation</a>

**Unit Title: 2- Reality and Video News Conventions**

**Grade Level: 10-12**

**Timeframe: XX instructional blocks**

**Essential Questions**

Does the camera capture reality? Students will examine the notion of “reality” in the media. Through familiarity with the structures and functioning of local news production students will understand how societal forces shape the construction of news programming and depictions of “reality”. Students will practice the the processes and skills of news production. Through an authentic journalistic process, students will gather facts and create news packages that adhere to professional video standards as well as ethical obligations of journalists.

How did TV technology develop?

How did the development of technology effect what we watch?

Who makes the news? Who is responsible for what?

How is it decided what becomes news?

What do news audiences expect? Why do these conventional formats exist?

What makes reporting fair or unfair?

What practices ensure news producers can maintain their professional polish and credibility?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.4 outline a variety of pathways and the requisite training for careers in the visual arts

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.A.2 Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art

1.5.A.1 Parallel historical events and artistic development found in visual art

1.5.B.1 Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times

1.5.B.2 Compare and contrast the stylistic characteristics of a given historical period through visual art

### **21<sup>st</sup> Century Skills Standard and Progress Indicators:**

9.1.12.A.2 Participate in online strategy and planning sessions for course based, school based or outside projects

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.4.D.1 Use effective oral and written communication in face to face and online interactions and when presenting to an audience

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.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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.

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

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.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

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).

9.4.12.C.(6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Tech & communications Career Pathway

9.4.12.C.31 Analyze and summarize the history and evolution of this industry to understand the current place the field holds within society and the economy

9.4.12.C.(6). 4 Research careers and the qualifications they require to build an understanding of opportunities in the pathway

Instructional Plan				Reflection
Pretest				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Demonstrate awareness of news	Inquiry model. Research based.	Do now responses	<a href="#">Homework 2.1</a> <a href="#">Homework 2.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

audiences' preferences, motivations and expectations. Explain the enduring 24 hour demand for news programming, giving examples of audiences preferences based on ratings.	Reading comprehension Cooperative learning	Resubmit homework	<a href="#">Newswatchers</a>	
Identify the various roles and their responsibilities in a broadcast news operation.	Reading comprehension Cooperative learning	Resubmit homework	<a href="#">Homework 2.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Explain obligation of journalistic objectivity and the process of fact gathering. Identify several common sources of trouble and corresponding strategies. Distinguish between objective facts and opinion.	Reading comprehension Cooperative learning Cubing  Chart  Illustrate  Create a poster	Do now responses  Resubmit homework	<a href="#">Homework 2.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

Summarize the technological advances that have propelled the development of journalism from a print-based system to one dominated by electronic images.	Inquiry model Research based Cooperative learning	Seminar presentation of research	<a href="#">Research &amp; present: mediasphere Homework 2.1</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Formative Assessment: <a href="#">Quiz 2A</a>				
Apply proper technique and use of equipment to gather facts electronically through recorded interviews. Evaluate interviews for adherence to journalistic convention.	Comprehension of technical writing Creativity/ artistic process Hands-on experimentation Cooperative learning Observation, participation in demonstration Critical thinking	Best three presentation	<a href="#">Homework 2.4 ENG package project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Organize facts according to newswriting conventions to tell a coherent, detailed, relevant and factually true news story, use	Comprehension of technical writing Critical thinking Writer's process Cooperative learning	<a href="#">Rough cut conference</a>	<a href="#">ENG package project Homework 2.4 Homework 2.5</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

equipment to record voiceover.				
Apply knowledge of correct formatting to produce an audio/video script.	Comprehension of technical writing Cooperative learning Reading to access information Synthesis of information Critical thinking	Read aloud Chunk Recall Squaring Off Boxing Thumb It	<a href="#">ENG package project Homework 2.5</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Use shotlist and other strategies to identify and construct effective visualizations.	Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking	Best ten presentation <a href="#">Rough cut conference</a>	<a href="#">ENG package project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Formative Assessment: <a href="#">Quiz 2B</a>				
Analyze video news packages for components and structure.	Critical thinking Cooperative learning	Do now response Resubmit homework	<a href="#">Homework 2.3</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Formative Assessment: <a href="#">Quiz 2C</a> <a href="#">Wordwall paragraph</a>				
Plan, research, shoot and edit an ENG	Creativity/ artistic process	<a href="#">Rough cut conference</a>	<a href="#">ENG package project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>



package that is newsworthy, objective and conforms to broadcast news conventions.	Hands-on experimentation Cooperative learning Critical thinking		<a href="#">Homework 2.3</a> <a href="#">Homework 2.4</a> <a href="#">Self-crit notes</a>	
Anticipate, organize and manage the logistical aspects of newsgathering. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review.	Use electronic tools to organize, create, retrieve and share data. Critical thinking Problem solving	Spot check Do nows via email	<a href="#">ENG package project</a> November Portfolio December Portfolio	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Demonstrate awareness of the historical development of media technology. Synthesize data from various resource to present a segment of a timeline of media technology development.	Active listening Cooperative learning, Inquiry model. Research based. Use slideshow to synthesize and share information.	Topic commitment homework Rough draft of slides Seminar presentation of research	<a href="#">Research &amp; present: mediasphere</a> <a href="#">Homework 2.1</a>	<a href="#">Research presentation rubric</a>
<b>Summative written assessments</b>				
<a href="#">Unit 2 Test</a>			<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>	
<b>Summative performance assessments</b>				
<a href="#">ENG package project</a> final cut presentation/ Self-critique			<a href="#">Rubric- ENG package</a> <a href="#">Rubric- Self-crit presentation</a>	

**Unit Title: 3- Narrative Conventions**

**Grade Level: 10-12**

**Timeframe: 34 Instructional blocks**

**Essential Questions**

Students explore the art and business of narrative cinema. Students will gain knowledge of film industry structures and practices. Students will use scripting and photography techniques to produce several studies in cinematic forms and finally a short narrative film with the emotional power to engage an audience.

What makes stories compelling?

How are narrative films structured?

What is the structure of the film industry? How do films get made? Who does what?

What are the techniques that allow a filmmaker to tell a complex, lengthy story clearly?

What production techniques will ensure a narrative film can sustain and satisfy an audience?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

**21st Century Skills Standard and Progress Indicators:**

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.A.2 Evaluate available resources that can assist in solving problems

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities

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.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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.

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

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.

9.4.12.C.11 Apply active listening skill to obtain and clarify information

9.4.12.C.54 Employ mentoring skills to assist others

9.4.12.C.62 Maintain a career portfolio to document knowledge, skills, and experience in a career field

9.4.12.C.74 Demonstrate the use of technical knowledge and skills that are common to multiple pathways in this cluster to allow for mobility among related occupations

9.4.12.C.75 Summarize knowledge of the systems used in multiple pathways in this cluster to keep abreast of new technological advancements and tools important to work in this cluster

9.4.12.C.(6). 2 Analyze how elements and principles are applied in a broad range of specific works of art

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

Instructional Plan				Reflection
Pretest				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection

Recognize the primacy of story in human culture; give examples of how humans use narrative to construct meaning.	Evaluate text information Cooperative learning Critical thinking	Do now prompt and response	<a href="#">Homework 3.3</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Compare the cinema experience to consumption patterns of other audio-visual media products and identify the cultural, industry and economic forces that have shaped the development of the medium.	Evaluate text information Cooperative learning Critical thinking	Do now prompt and response Homework short answer Resubmission of homework without penalty	<a href="#">Homework 3.4</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark Assessment: <a href="#">Quiz 3A</a>				
Identify and describe the roles, responsibilities and processes within the film industry.	Evaluate text information Cooperative learning	Do now prompt and response Homework short answer Resubmission of	<a href="#">Homework 3.4</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

		homework without penalty		
Define and describe each part of the hierarchical textual organization of feature films.	Evaluate text information Cooperative learning	Do now prompt and response Homework short answer Resubmission of homework without penalty	<a href="#">Homework 3.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Explain the nature and purpose of a location piece. Create a location piece that effectively depicts a particular location and transports an audience into the film world.	Inquiry model. Research based. Hands on experimentation. Cooperative learning. Critical thinking Creativity/artistic processing	Pitch homework <a href="#">Development notes</a> (in conference) <a href="#">Rough cut conference</a>	<a href="#">Location piece project</a> <a href="#">Self-crit notes</a>	<a href="#">Location piece rubric</a>
Apply guidelines of effective pitching to present a narrative film concept to a producer.	Inquiry model. Research based. Hands on experimentation. Cooperative learning. Critical thinking Creativity/artistic processing Writer's process	Pitch location piece Pitch character piece	<a href="#">Homework 3.4</a> <a href="#">Location piece project</a> <a href="#">Character Piece project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

Differentiate between the various creative tools and documents that mark the creative process: pitches, treatments, storyboards, scripts, etc. Explain the form, function, and context of each. Select and use appropriate document format to facilitate tasks within creative projects.	Evaluate text information Cooperative learning Critical thinking Writer's process	Do now prompt and response Homework short answer Resubmission of homework without penalty	<a href="#">Homework 3.4</a> <a href="#">Homework 3.5</a> <a href="#">Homework 3.7</a> <a href="#">Character Piece project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessment: <a href="#">Quiz 3B</a>				
Select and analyze a sequence from a movie that clearly demonstrates principles of continuity. Storyboard the entire sequence and explain each part.	Inquiry model. Research based. Cooperative learning Rotation Reflection Conversation Circles Paper Pass	Topic commitment homework Rough draft of slides Seminar presentation of research	<a href="#">Research &amp; present: reverse storyboard</a>  <a href="#">Sample project: reverse storyboard</a>	<a href="#">Research presentation rubric</a>
Explain the concept of continuity and list major conventions. Contrast the order of continuity with	Evaluate text information Cooperative learning Critical thinking	Do now prompt and response Homework short answer Resubmission of homework	<a href="#">Homework 3.6</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

the (potentially) disorienting power of montage.		without penalty		
Select and analyze a scene from a movie that clearly demonstrates the narrative arc. Point out and explain each part.	Inquiry model. Research based.	Topic commitment homework Rough draft of slides Seminar presentation of research	<a href="#">Research &amp; present: scene arc</a> <a href="#">Sample project: scene arc</a>	<a href="#">Research presentation rubric</a>
Anticipate, organize and manage the logistical aspects of short film-style productions. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review.	Use electronic tools to organize, create, retrieve and share data. Critical thinking Problem solving	Portfolio submission Rubric Scoring Project	January portfolio February portfolio March portfolio	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Apply the conventions of continuity and the form of a character piece to create a short narrative that follows an arc of an individual character encountering some challenge, trial or	Inquiry model. Research based. Hands on experimentation. Cooperative learning. Critical thinking Creativity/artistic	<a href="#">Rough cut conference</a>	<a href="#">Character Piece project</a> <a href="#">Self-crit notes</a>	<a href="#">Character piece rubric</a>



quest.	processing			
Evaluate narrative films for technical quality, conventional clarity and emotional power.	Observation Critical thinking	Group critique	<a href="#">Character Piece project</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Recall and implement basic professional shooting disciplines for attention and communicative power.	Hands on experimentation Recall Application of technical principles	Peer critique	Refresher shooting challenge Peer critique	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessments: <a href="#">Quiz 3C</a> <a href="#">Quiz 3D</a> <a href="#">Wordwall paragraph</a>				
<b>Summative written assessments</b>				
<a href="#">Unit 3 Test</a>			<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>	
<b>Summative performance assessments</b>				
Location piece Final Cut Presentation/Self-critique Character piece Final Cut Presentation/Self-critique			<a href="#">Location piece rubric</a> <a href="#">Character piece rubric</a> <a href="#">Rubric- Self-crit presentation</a>	

**Unit Title: 4- Advertising Conventions and Persuasion**

**Grade Level: 10-12**

**Timeframe: 30 instructional blocks**

**Essential Questions**

How can students create change in their local environment through the video medium? Students are challenged to create video advertising /public relations materials that will persuade an authentic audience toward positive action or a change in perception or thinking. Building on the skills and concepts learned in previous units, students are challenged to develop, in consultation with a real client, campaign content and media products based on market research.

Does advertizing work?

What motivates audiences to act or change?

How do advertisers attract and maintain audience attention?

How is the advertising industry structured?

How does a media professional manage client relationships?

What does it take to produce an effective TV spot?

What are the conventions of media advertising?

How can we know if advertising is effective?

**Common Core Standards**

Standards/Cumulative Progress Indicators (Taught and Assessed):

1.1.A.1 Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form

1.2.D.2 Perform Various methods and techniques used in the production of works of art

1.2.D.3 Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques

1.3.D.1 Compare and contrast innovative applications of the elements of art and principles of design

1.4.B.1 Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique

1.4.B.2 Provide examples of how critique may affect the creation and/or modification of an existing or new work of art

21st Century Skills Standard and Progress Indicators:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.A.2 Evaluate available resources that can assist in solving problems 9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities 9.4.12.C.11 Apply active listening skill to obtain and clarify information

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.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

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.

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.

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.

9.4.12.C.54 Employ mentoring skills to assist others

9.4.12.C.62 Maintain a career portfolio to document knowledge, skills, and experience in a career field

9.4.12.C.74 Demonstrate the use of technical knowledge and skills that are common to multiple pathways in this cluster to allow for mobility among related occupations

9.4.12.C.75 Summarize knowledge of the systems used in multiple pathways in this cluster to keep abreast of new technological advancements and tools important to work in this cluster

9.4.12.C.(6). 2 Analyze how elements and principles are applied in a broad range of specific works of art

9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas


Instructional Plan				Reflection
Pretest				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
SLO- wALT	Student Strategies	Formative Assessment	Activities and resources	Reflection
Recognize the ever-present persuasive power of the video image.	Evaluate text information Cooperative learning	Do now prompt response	<a href="#">Homework 4.3</a>  <a href="#">One dozen commercials homework</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Describe numerous appeals (persuasive tactics) used in advertising and give examples.	Evaluate text information Cooperative learning	Do now prompt and response Homework short answer Resubmission of homework without penalty	<a href="#">Homework 4.4</a>  <a href="#">One dozen commercials homework</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessment: <a href="#">Quiz 4A</a>				
Identify the rules of brainstorming which best facilitate creative work.	Evaluate text information Cooperative learning	Do now prompt and response Homework short answer Resubmission of	<a href="#">Homework 3.5</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

		homework without penalty		
Pitch a client several alternative workable ideas that address a real client need, synthesizing knowledge of standard advertising appeals with client needs.	Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking	P/F grading, multiple tries OK	<a href="#">Homework 3.4</a> slide 7	<a href="#">Homework 3.4</a> slide 7
Apply knowledge of the creative process and tools to develop pitch into a feasible plan using appropriate process documents and tools- e.g. treatments, storyboards, etc. Apply knowledge of screen testing process to commercial development as a mid-process check. Devise and implement strategies based on the results.	Creativity/ artistic process Hands-on experimentation Cooperative learning Critical thinking Problem solving	Progress conference, Report screen test results, Do now prompt: report progress	<a href="#">Homework 3.5</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Compose several alternative tag lines that address the client's needs.	Creativity/ artistic process Cooperative learning Critical thinking	P/F grading, multiple tries OK	<a href="#">Homework 3.5</a> slide 3	<a href="#">Pitching rubric</a>
Produce a 30 sec	Creativity/	Pitching P/F	<a href="#">30 second spot</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

commercial spot or PSA which addresses an authentic client need by effectively prompting some specific audience action. Anticipate, organize and manage the logistical aspects of a short film-style production.	artistic process Hands-on experimentation Cooperative learning Critical thinking Think Pair Share Content Talk Research Probes	Development notes and conference Best work today <a href="#">PPM</a> <a href="#">Rough cut conference</a> <a href="#">Self-crit notes</a> One block challenge: plan, produce, present video	<a href="#">project</a> <a href="#">30 second spot</a> <a href="#">One Block Challenge</a>  <a href="#">Self-crit notes</a>	
Seek client and audience feedback in order to evaluate the effectiveness of the 30 second spot.	Cooperative learning Critical thinking	Conference <a href="#">Self-crit notes</a>	<a href="#">30 second spot</a> <a href="#">project</a> <a href="#">Self-crit notes</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Anticipate, organize and manage the logistical aspects of advertising client accounts. Maintain an archive of written and electronic artifacts to facilitate the process and provide documentation for review.	Use electronic tools to organize, create, retrieve and share data. Critical thinking Problem solving Peer to Peer Tutoring Share Grouping Community Clustering	<a href="#">Rough cut conference</a>	April Portfolio May Portfolio Rubric Scoring	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Identify and describe the roles, responsibilities and processes within the	Evaluate text information Cooperative	Do now prompt and response Homework short	<a href="#">Homework 4.2</a>	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>

advertising industry.	learning Content Talk	answer Resubmission of homework without penalty		
Demonstrate awareness of branding as a persuasive marketing strategy. Synthesize data from various resources to present a analysis of a particular brand proposition.	Active listening Cooperative learning, Inquiry model. Research based. Use slideshow to synthesize and share information.	<a href="#">Homework 4.1</a> Topic commitment homework Rough draft of slides Seminar presentation of research	<a href="#">Research &amp; present: Brand management</a>	<a href="#">Research presentation rubric</a>
Recall and implement basic professional shooting disciplines for attention and communicative power	Recall Hands-on experimentation Application of technical principles	Peer review/ critique	Peer critique preceding informal class critique	<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
Benchmark assessment: <a href="#">Quiz 4B</a>  <a href="#">Wordwall paragraph</a> <a href="#">Wordwall paragraph</a> <a href="#">Wordwall paragraph</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative written assessments</b>				
<a href="#">Unit 4 Test</a>  <a href="#">Video Production I Course Final</a>				<a href="http://electronicportfolios.com/reflection.html">http://electronicportfolios.com/reflection.html</a>
<b>Summative performance assessments</b>				



<a href="#">30 second spot project</a> Final cut presentation/ Self-crit	<a href="#">Rubric- 30 sec spot</a>
<a href="#">Year in retrospect Three Block Challenge</a> final practicum	<a href="#">Rubric- Self-crit presentation</a>
	<a href="#">One Perfect shot portrait exercise</a> (SGO2)