

## SHORE REGIONAL HIGH SCHOOL DISTRICT

A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts

Aligned to the New Jersey Student Learning Standards as Applicable

**Course Title:** Introduction to Video Production

**Content Area:** Visual, Practical, and Performing Arts

**Grade Level(s):** 9-12

**Course Description:** This half-year course is designed to provide students with the opportunity to build, acquire, and utilize an understanding of the video production process. Students will be required to work in various production roles both in front of and/or behind the camera. This course will establish a foundation of basic videography techniques and familiarize students with video production terminology, skills, and procedures. Camcorders, Apple iMAC computers, and leading industry editing software will be utilized. Discussion and demonstration of techniques will occur throughout the course.

**Curriculum Writer(s):** Susan Tranchina

**Date Created:** December 2017

**Date Approved by Board of Education:** April 2018

## Pacing Guide

<b>Unit 1:</b> Video Production Industry Terminology	MP 1 (approximately 4 weeks)
<b>Unit 2:</b> Camera Shots and Techniques	MP 1 (approximately 4 weeks)
<b>Unit 3:</b> Basic Audio/Video Editing	MP 1/2 (approximately 7 weeks)
<b>Unit 4:</b> Filming and Editing	MP 2 (approximately 5 weeks)

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## Unit 1 • Video Production Industry Terminology

**Unit Summary:**  
 Students will develop a foundation of knowledge through the introduction of the video production industry with film analysis, defining terminology, and analyzing and illustrating the career opportunities in the video production industry.

Objectives will include:

- SWBAT identify, define, analyze, and discuss basic video production industry terminology including the parts of a production and the roles of a production.
- SWBAT view, analyze, and compare and contrast live and pre-recorded films.
- SWBAT create a blueprint of the various roles during a live broadcast.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**  
 Art, Graphic Design, Photography, Business, Career Technical Education, English, History, Film Studies

NJSLS Number	NJSLS Content
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

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9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR-AV.1	Describe the history, terminology, occupations, and value of audio, video, and film technology.

**Summative Assessments:**

- Final Exam

**Formative Assessments:**

- Class Discussion
- Strategic Questioning
- Observations
- Self-Assessment
- Classroom Polls
- Exit Tickets
- Google Forms
- Blueprint – Director’s Room and Studio During a Live Production
- Quiz 1 – Parts of a Production and Roles of a Production – Basic Industry Terminology

**Enduring Understandings:**

- Film is a medium that communicates with each individual in our society. We are surrounded by this technology, and when we analyze the roles and production process, we are able to see the meaning that is constructed through film and intentions of the filmmakers. Building knowledge of the industry will establish a foundation for all future filmmakers to build upon.

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**Essential Questions:**

- What are the three parts of a production? What occurs in each part of a production? Who is in charge of each part of a production?
- What are the different roles of a production?
- What does a director's room and studio look like during a live production? During a pre-recorded production?

**Instructional Outcomes:**

- Students will be able to create a blueprint of a studio and director's room during a live production.
- Students will be able to compare and contrast live productions versus pre-recorded productions.
- Students will be able to analyze the different roles of a production and discuss the various responsibilities affiliated with each.

**Suggested Learning Activities:**

- Presentations on parts and roles of a production
- Explanation, definition, analysis, and demonstration of camera use and techniques
- Group application with cameras and shot lists
- Class discussions about creating audience emotions in filmmaking
- Comparing and contrasting different types of shots and techniques

**Suggested Differentiation:**

**Tier 1 Learners**

- Instruction will be differentiated to match readiness levels. Students will be monitored, and lower level questioning will be utilized in classroom discussion and demonstration. In certain circumstances, students will be partnered with Tier 3 Learners, additional class time will be given for assignments, deadline extensions will be granted, and retesting options will be available.

**Tier 2 Learners**

- Instruction will be modified, if needed, to match readiness levels. Pacing will be modified if students seem to be under or over performing.

**Tier 3 Learners**

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- Higher level learners will be given assignments that match their readiness level. In discussion, students will be asked higher level questions. In demonstration and note taking, students may be paired with Tier 1 learners. In application, students may be asked to add in a more advanced element (such as extended required duration, more required shots, creating original music, etc.) to their final submission.

### Curriculum Development Resources:

- New Jersey Department of Education and the Monmouth University Communication – Television Production Course Curriculum

### Notes/Comments:

## Unit 2 • Camera Shots and Techniques

### Unit Summary:

Students will list, define, analyze, and demonstrate various camera shots and techniques to understand how cinematographers, filmmakers, directors, and editors utilize various shots to create different emotions in their films and audiences. Students will develop a deeper understanding for the pre-production planning process and the responsibilities of producers through creating and discussing shot lists, storyboards, and project treatments. Students will also develop a deeper understanding for the production filming process.

### Objectives will include:

- SWBAT list, define, analyze, and utilize a camera to demonstrate various camera shots and techniques.
- SWBAT compare and contrast the emotions created from different shots.
- SWBAT describe the importance of the pre-production process.
- SWBAT describe the production filming process.
- SWBAT create a storyboard and a shot list.

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- SWBAT view and evaluate various film clips to determine the intentions of the filmmakers and directors.
- SWBAT explain the shot structure of a completed basic film and how it will vary on the industry or genre.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

Art, Graphic Design, Photography, Business, Career Technical Education, English, History, Film Studies

NJSLS Number	NJSLS Content
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
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.

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### Summative Assessments:

- Final Exam

### Formative Assessments:

- Class Discussion
- Strategic Questioning
- Observations
- Self-Assessment
- Classroom Polls
- Exit Tickets
- Google Forms
- Analysis of Films and Clips
- Shot Lists
- Storyboards
- Quiz 2 – Camera Use and Techniques

### Enduring Understandings:

- Through deep analysis, film is constructed on a compilation of basic camera shots. Those shots are well thought out and determined in the pre-production phase of video production, through shot lists and/or storyboards. By creating a basic knowledge of different types of shots and camera movements, students can analyze the different types of meanings and emotions that are created through cinematography. The application of this pre-production plan occurs in the production phase. The way that these shots are pieced together to create a film is ultimately the art form or medium that is video production. Students without this basic knowledge of camera shots and techniques struggle to understand the meaning of filmmaking and will struggle on applying this knowledge to future video projects.

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### Essential Questions:

- As an audience member, how do films make you feel? Why?
- What is a film genre?
- How do you use a camera?
- What is a tripod, and why is it so important?
- What is a shot? What are the different types of shots? What are different types of film techniques?
- How do different shots create meaning? How do filmmakers use different shots to create different emotions in the audience?
- What is camera movement? Why is it important? How can a filmmaker create emotions in his or her audience by moving the camera?
- What is a target audience? Why is it important to know who your target audience is?
- What is storyboarding? Why is it an essential production tool? Why will production companies invest in storyboard designers?

### Instructional Outcomes:

- Students will be able to view and critique videos.
- Students will be able to analyze the intentions of directors and filmmakers.
- Students will be able to explain why certain shots and techniques are utilized.
- Students will be able to prepare for creating their own video production.

### Suggested Learning Activities:

- Presentations on camera shots, techniques, storyboarding, and rule of thirds
- Explanation, definition, analysis, and demonstration of camera use and techniques
- Group application with cameras and shot lists
- Class discussions about creating audience emotions in filmmaking
- Comparing and contrasting different types of shots and techniques
- Create a storyboard for the first project

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### Suggested Differentiation:

#### Tier 1 Learners

- Instruction will be differentiated to match readiness levels. Students will be monitored, and lower level questioning will be utilized in classroom discussion and demonstration. In certain circumstances, students will be partnered with Tier 3 Learners, additional class time will be given for assignments, deadline extensions will be granted, and retesting options will be available.

#### Tier 2 Learners

- Instruction will be modified, if needed, to match readiness levels. Pacing will be modified if students seem to be under or over performing.

#### Tier 3 Learners

- Higher level learners will be given assignments that match their readiness level specific to camera shots and techniques. In discussion, students will be asked higher level questions. In demonstration and various assignments, students may be paired with Tier 1 learners.

### Curriculum Development Resources:

- New Jersey Department of Education and the Monmouth University Communication – Television Production Course Curriculum

### Notes/Comments:

## Unit 3 • Basic Audio/Video Editing

### Unit Summary:

Students will analyze the post-production process and the roles of the director and editor. Through class discussion and modeling, students will list and define the elements and tools of the Adobe Premiere Pro mainframe. Through hands-on demonstrations and small group exercises, students will discuss, define, and demonstrate capturing, importing, editing, adding transitions, and exporting their projects. Students will gather a deeper understanding of the audiovisual connection through this basic editing experience. Students will create portfolios where they will upload and submit their final projects.

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Students will present their projects to the class and critique their classmates' projects. Students will reflect on their own individual performances through post-production reaction submissions.

Objectives will include:

- SWBAT analyze the post-production process and the roles of the director and editor.
- SWBAT list and define the elements and tools of the Adobe Premiere Pro mainframe.
- SWBAT utilize their MVSS storyboards to create a music video slideshow by saving, importing, and editing various photos to the beat of an imported song.
- SWBAT create a slate using legacy text and add text overlays to their video project.
- SWBAT utilize transitions to create added emotions in their films.
- SWBAT create a to-do list to stay on task and meet the project deadlines.
- SWBAT export their projects and upload them to their (Vimeo) portfolios.
- SWBAT reflect on their own individual performances through post-production reaction submissions.
- SWBAT present and/or critique their classmates' project presentations.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

Art, Graphic Design, Photography, Business, Career Technical Education, English, History, Film Studies

NJSLS Number	NJSLS Content
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

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1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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.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.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, and mobile).

#### Summative Assessments:

- Final Exam
- Individual Professional Portfolios

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### **Formative Assessments:**

- Class Discussion
- Strategic Questioning
- Observations
- Self-Assessment
- Classroom Polls
- Exit Tickets
- Google Forms
- Thumbs up/Down
- One-on-one Project Viewings
- Analysis of Films and Clips
- Music Video Slideshow with Daily Editing Progress Check, Presentation, and Post-Production Reflection Questions

### **Enduring Understandings:**

- Unit 3 is all about editing. Students will be instructed on the terminology of the Adobe Premiere Pro mainframe while creating their first projects, Music Video Slideshows. This project will assist with establishing a basic foundation of video editing through repetition. Because students import their audio and various saved still shots for their videos, focus is placed on their abilities as a new editor and increasing their knowledge as a new editor instead of the creative elements that can be a distraction for new filmmakers. This is a necessary step for students to establish a thorough knowledge of basic video editing and to prepare them for their second video production project and the advanced video production course.

### **Essential Questions:**

- Who is in charge of post-production? What occurs in post-production?
- How do you save audio and video files on iMAC computers?
- What are the elements of the Adobe Premiere Pro mainframe? What are the tools of Adobe Premiere Pro?

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- How do you import images, audio files, and video?
- How do you edit audio and video? How do you view your edited project?
- How do you add transitions? Text overlays? A slate? A fade to black?
- How do you export?
- Why do you need a portfolio? How do you make one?
- How do you export? Upload? Submit?
- What was your role in your project? What did you learn? What grade would you give yourself? What could your project use more/less of? Would you show your project to the school?
- How would you create this project if you had to film the video yourself?
- How would the project be different if you chose a faster/slower song?
- What is a transition? Why do filmmakers use transitions?
- What do I have to do to meet the project deadline?

#### **Instructional Outcomes:**

- Students will be able to edit their own video projects.
- Students will be able to recognize the importance of time management and meeting deadlines.
- Students will be able to apply knowledge to future projects and possibly to more advanced courses.

#### **Suggested Learning Activities:**

- Presentations on editing
- View previous Music Video Slideshow submissions
- Music Video Slideshow: save, import, edit, export, upload, and submit projects
- Creating and discussing daily project to-do lists
- Reflection on individual project experience with post-production reaction questions
- Presentation of final Music Video Slideshow project

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- Class discussions and questions about creating Music Video Slideshows

**Suggested Differentiation:**

**Tier 1 Learners**

- Instruction will be differentiated to match readiness levels. Students will be monitored, and lower level questioning will be utilized in classroom discussion and demonstration. In certain circumstances, students will be partnered with Tier 3 Learners, additional class time will be given for assignments, deadline extensions will be granted, and retesting options will be available. Choosing a slower song will result in fewer photos and less edits for student projects.

**Tier 2 Learners**

- Instruction will be modified, if needed, to match readiness levels. Pacing will be modified if students seem to be under or over performing.

**Tier 3 Learners**

- Higher level learners will be given assignments that match their readiness level with respect to video editing. In discussion, students will be asked higher level questions. Students may be asked to pair with Tier 1 learners for their projects or may choose to work independently. Choosing a song with a faster tempo will result in more photos and edits.

**Curriculum Development Resources:**

- New Jersey Department of Education and the Monmouth University Communication – Television Production Course Curriculum

**Notes/Comments:**

**Unit 4 • Filming and Editing**

**Unit Summary:**

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Students will apply their knowledge of parts of a production, production roles, cinematography, and editing to create a complete audio video project. Independently or in groups, students will plan, film, capture, import, edit, export, upload, and submit a video project. Students will build a deeper understanding of the audiovisual connection through this more advanced editing experience. Students will present their projects to the class and critique their classmates' projects. Students will reflect on their own individual performances through post-production reaction submissions.

Objectives will include:

- SWBAT view and analyze other video projects.
- SWBAT discuss, brainstorm, and create a pre-production write-up plan for a How to Video Project.
- SWBAT demonstrate the parts of production in their various determined production roles.
- SWBAT utilize their pre-production write-up plans to create a How to Video Project by filming, capturing, importing, and editing their raw footage and any other elements in their project.
- SWBAT create a slate using legacy text and add text overlays to their video project.
- SWBAT utilize transitions to create added emotions in their films.
- SWBAT create a to-do list to stay on task and meet the project deadlines and checks.
- SWBAT export their projects and upload them to their (Vimeo) portfolios.
- SWBAT reflect on their own individual performances through post-production reaction submissions.
- SWBAT present and/or critique their classmates' project presentations.

#### **Interdisciplinary Connections/Content Area Integrations Including Technology:**

Art, Graphic Design, Photography, Business, Career Technical Education, English, History, Film Studies

NJSL Number	NJSL Content
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1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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.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, and mobile).

**Summative Assessments:**

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- Final Exam
- Individual Professional Portfolios

### **Formative Assessments:**

- Class Discussion
- Strategic Questioning
- Observations
- Self-Assessment
- Classroom Polls
- Exit Tickets
- Google Forms
- Thumbs up/Down
- One-on-one Project Viewings
- Analysis of Films and Clips
- How to Video Project with Pre-Production Write-up, Raw Footage Check, Editing Check, Presentation, and Post-Production Reflection Questions

### **Enduring Understandings:**

- By unit 4, students are ready to create a complete video production project from conception to filming, to editing, to uploading, and to presenting. This project is designed to incorporate everything the students have learned throughout the course and have them apply it to a single video project. Reflection imprints the student's individual learning throughout the course while the project reflects their application of the course's instruction. This project establishes the Advanced Video Production project based learning style of instruction (through checks and deadlines) to prepare them for the advanced class, if they choose to take it.

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### Essential Questions:

- Why do you need a shot list/storyboard for your How to Video Project?
- What is your project treatment?
- When will you be filming?
- What has to be done for you to meet your raw footage check? Editing check? Deadline?
- What was your role in your project? What did you learn? What grade would you give yourself? What could your project use more/less of? Would you show your project to the school?
- How would you create this project if you had to film the video yourself?
- Why are shortcut keys important?

### Instructional Outcomes:

- Students will be able to plan, film, and edit their own video projects.
- Students will be able to recognize the importance of time management and meeting deadlines.
- Students will be able to apply knowledge to more advanced projects, if necessary, in the future.

### Suggested Learning Activities:

- Presentations on cinematography, capturing, importing, and editing
- View previous How to video submissions
- How to Video Project: film, capture, import, edit, export, upload, and submit projects
- Creating and discussing daily project to-do lists
- Reflection on individual project experience with post-production reaction questions
- Presentation of final How to Video Project
- Class discussions and questions about creating How to videos

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### **Suggested Differentiation:**

#### **Tier 1 Learners**

- Instruction will be differentiated to match readiness levels. Students will be monitored, and lower level questioning will be utilized in classroom discussion and demonstration. In certain circumstances, students will be partnered with Tier 3 Learners, additional class time will be given for assignments, deadline extensions will be granted, and retesting options will be available. Project requirements will be listed and reviewed daily during the pre-production and production phases. Students may choose to use fewer shots or a shorter duration for their project.

#### **Tier 2 Learners**

- Instruction will be modified, if needed, to match readiness levels, which will include project requirements. Pacing will be modified if students seem to be under or over performing.

#### **Tier 3 Learners**

- Higher level learners will be given assignments that match their readiness level pertaining to cinematography and video editing. In discussion, students will be asked higher level questions. Students may be asked to pair with Tier 1 learners for their projects, may choose to work independently, and may choose to work in small groups. Choosing to create a project with more shots, a bigger variety of shots, or a longer duration will challenge students further.

### **Curriculum Development Resources:**

- New Jersey Department of Education and the Monmouth University Communication – Television Production Course Curriculum

### **Notes/Comments:**