

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Video communication
Key Learning(s):	Many processes are involved in video communication and production.
Essential Question(s):	Why it is important to understand the nature of the video world?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	Describe the three main phases of video production:	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.
1.8.11.B	Locate information using appropriate sources and strategies.	✓ Preproduction	Evaluate reinforcement applications.	
1.8.11.C	Organize, summarize and present main ideas from research.	✓ Production		
1.6.11.F	Use media for learning purposes.	✓ Postproduction		
9.1.3.E	Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works through the arts.	Define the following production terms:	Award points for successful completion of exercises.	
1.6.11.E	Use and understand a variety of media and evaluate the quality of material produced.	✓ Digitize	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.2.11.B	Understand the meaning of and apply key vocabulary across various subject areas.	✓ Shoot		
1.6.11.D	Contribute to discussions.	✓ Visual literacy		
3.7.4.A	Listen to others.			
3.7.10.B	Participate in small and large group discussions and presentations.			

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Course Name:	Television Production (Broadcast II)
Content:	Video hardware
Key Learning(s):	Procedures must be followed in the care, storage, and use of video hardware and software.
Essential Question(s):	What are the “house rules” governing the operation of broadcast equipment in a safe and clean manner?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Operate basic video equipment.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Videotape a simple program.	Evaluate reinforcement applications.	
1.8.11.B	Locate information using appropriate sources and strategies.	✓ Identify and avoid common shooting mistakes.	Award points for successful completion of exercises.	
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	✓ Review the basics for conducting a safe and courteous shoot.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas.	✓ Review basic camera and tripod controls.		
1.6.11.D	Contribute to discussions.	✓ Discuss the “pre-shoot” sequence.		
3.7.4.A	Listen to others.	✓ Discuss what is seen through a viewfinder.		
3.7.10.B	Participate in small and large group discussions and presentations.	✓ Review vocabulary terms associated with broadcast equipment and filming.		
9.1.3.E	Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works through the arts.	Practice drawing storyboard figures. Analyze the actual time needed for a news program and discuss findings.		

1.8.11.B

Organize, summarize and present main ideas from research.

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Course Name:	Television Production (Broadcast II)
Content:	Media Market
Key Learning(s):	Owners, advertisers, the government, and media markets may influence what gets on air.
Essential Question(s):	Describe and assess the media-filtering paradigm.
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.E	Participate in small and large group discussions and presentations.	Examine and label the media paradigm.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.6.11.F	Use media for learning purposes.	✓ Discuss “who owns what” in broadcasting.	Evaluate reinforcement applications.	
1.6.11.A	Listen to others.	✓ Examine what factors influence how a story is selected for the news.	Award points for successful completion of exercises.	
1.6.11.D	Contribute to discussions	✓ Define the NAB code of ethics, and compose and employ a class code of ethics for on-air presentations.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.8.11.B	Locate information using appropriate sources and strategies.	✓ Explain the purpose of copy-write laws.		
1.8.11.C	Organize, summarize and present main ideas from research.	Listen to a newscast and identify the appropriate newsworthiness criteria for each story.		
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas .	Complete a censorship questionnaire. Review questions on concepts covered.		

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Course Name:	Television Production (Broadcast II)
Content:	Video Space
Key Learning(s):	There are many ways to manipulate laws governing video space.
Essential Question(s):	How can you exploit the elements of scale, distance, position, and relationship in camera shots?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A 3.7.10.B 1.2.11.B 1.1.11.F 1.6.11.D 3.7.4.A 3.7.10.B 9.1.3.E 1.8.11.B 1.6.11.F	<p>Explore the use of basic tools, simple material and techniques to safely solve problems.</p> <p>Apply appropriate instruments and apparatus to examine a variety of objects and processes.</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p> <p>Contribute to discussions.</p> <p>Listen to others.</p> <p>Participate in small and large group discussions and presentations.</p> <p>Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works through the arts.</p> <p>Organize, summarize and present main ideas from research.</p> <p>Use media for learning purposes.</p>	<p>Use the video frame to control what viewers see.</p> <p>Compose images and action for the two-dimensional.</p> <p>Create the illusion of depth in a camera shot.</p> <ul style="list-style-type: none"> ✓ Discuss the laws of “space.” ✓ Define a frame. ✓ Explain how to use a frame to alter reality. ✓ Explain then discuss screen dimensions (height, breadth, and depth). ✓ Explain then discuss spatial relations (size, position, and distance). <p>Complete review questions on concepts</p> <p>Practice drawing storyboard figures using movement.</p> <p>Create a storyboard from a given story using emotions and movements covered in class.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

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Course Name:	Television Production (Broadcast II)			
Content:	Video and Television Production			
Key Learning(s):	There are many differences and similarities between television production and video techniques.			
Essential Question(s):	What are the differences and similarities between television production and video composition?			
Grade Level:	11-12			
Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A 3.7.10.B 1.2.11.B 1.1.11.F 1.6.11.D 3.7.4.A 3.7.10.B 9.1.3.E 1.8.11.B 1.6.11.F	Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes. Use and understand a variety of media and evaluate the quality of material produced. Understand the meaning of and apply key vocabulary across various subject areas. Contribute to discussions. Listen to others. Participate in small and large group discussions and presentations. Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works through the arts. Organize, summarize and present main ideas from research. Use media for learning purposes.	<ul style="list-style-type: none"> ✓ Describe how formats for television, motion pictures, and computers vary due to their intended purpose. ✓ Relate the need for and problems with converting television signals into digital format. ✓ Describe flicker rates and how they effect visualization and moving images. ✓ Review how a picture is translated into electrical energy, the role of the vacuum tube, and the charged coupling device. ✓ Describe the concept of RGB chroma and how blue screening works. ✓ Describe the need for different types of cables and connectors. ✓ Follow a schematic diagram to wire a basic studio and/or home entertainment system. ✓ Review different microphone types and techniques of use. <p>Complete review questions on concepts</p>	Evaluate review questions. Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media

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Course Name:	Television Production (Broadcast II)			
Content:	Video Time			
Key Learning(s):	There are differences between video time and actual time.			
Essential Question(s):	What are the characteristics of video time?			
Grade Level:	11-12			
Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.F 1.2.11.B 3.7.4.A 3.7.10.B 1.1.11.F 1.6.11.D	Use media for learning purposes. Use and understand a variety of media and evaluate the quality of material produced. Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes. Understand the meaning of and apply key vocabulary across various subject areas. Contribute to discussions.	Explain the differences between actual time and video time. ✓ Define speed, flow, direction, and coherence in video time. ✓ Discuss how to alter speed in a shot. ✓ Differentiate and compare serial time flow, parallel time flow, and disjointed time flow. ✓ Explain what is meant by “video time coherence.” Review analogue editing techniques with studio equipment. Complete review questions on concepts covered. Create a project that shows how “up” and “down” are determined from the camera frame. Manipulate scale and distance in a project.	Evaluate review questions. Evaluate reinforcement applications. Award points for successful completion of exercises. Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media

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Course Name:	Television Production (Broadcast II)			
Content:	Video and Television Production Terminology			
Key Learning(s):	There are specific terms used to describe various processes in video and television production.			
Essential Question(s):	What is the role of frame, image, shot, and scene during video production?			
Grade Level:	11-12			
Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.D 1.6.11.F 3.7.4.A 3.7.10.B	Contribute to discussions. Use media for learning purposes. Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes.	<ul style="list-style-type: none"> ✓ Explain the concept of camera angles. ✓ Name the principal types of camera angles. ✓ Determine how to vary shots in a video effectively. ✓ Create continuity of action. ✓ Select and use scene transitions. ✓ Identify and use basic camera moves (pan, tilt, truck, and dolly). <p>Complete review questions on concepts covered.</p> <p>Create a video where the program maker controls time.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

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Course Name:	Television Production (Broadcast II)
Content:	Video Sound
Key Learning(s):	Video sound plays a vital role in video production.
Essential Question(s):	What are the major contributions that sound makes to video programs?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.E 1.6.11.D 1.6.11.F 3.7.4.A 3.7.10.B	Participate in small and large group discussions and presentations. Contribute to discussions. Use media for learning purposes. Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes.	<ul style="list-style-type: none"> ✓ Listen analytically to video sound tracks. ✓ Describe the component parts of a typical composite sound track. ✓ Explain the concept of “laying down track.” ✓ Review the concept of voice over. ✓ Discuss how sound implies existence and locale. ✓ Examine the different layers of sound and levels of reality (live sound, sweetened sound, Foley sound, library sound, synthesized sound). ✓ Define continuity and how to strengthen it with sound. ✓ Discuss how sound evokes feelings and how sound helps to create a mood. <p>Complete review questions on concepts covered. Completion of projects that use on-screen visual tricks to enhance off-screen sound effects. Build a library of prerecorded audio tracks.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

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Course Name:	Television Production (Broadcast II)
Content:	Putting It All Together (video space, time, composition, time)
Key Learning(s):	Video production is achieved by assembling individual components of the video process.
Essential Question(s):	How do the characteristics of video fit and work together?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.A	Listen to others.	✓ Build programs by assembling individual components.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.6.11.E	Participate in small and large group discussions and presentations.	✓ Distinguish video “truth” from real –world truth. ✓ Review and discuss space and the power of the frame.	Evaluate reinforcement applications.	
1.6.11.D	Contribute to discussions	✓ Explain what is meant by the term stock shot.	Award points for successful completion of exercises.	
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Discuss the purpose of scale in the video world. ✓ Discuss the role of composition and how to manage depth in a shot. ✓ Explain how sound and video coincides in the video world.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Examine the steps to video organization (recording, selecting, modifying, sequencing, and reinforcement with audio). ✓ Examine the format for different types of programs. ✓ Discuss ethics and the process of final production.		
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas.	Complete review questions on concepts covered. Manipulate real-world time and space in a video project.		

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Course Name:	Television Production (Broadcast II)
Content:	Practicing Program Development
Key Learning(s):	There are specific formats for developing different types of video programs.
Essential Question(s):	What are the fundamental considerations to selecting a video program format?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.A	Listen to others.	✓ Discuss a video program in terms of subject, objectives, audience, delivery system, scale, scope, length, and concept.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.6.11.E	Participate in small and large group discussions and presentations.	✓ Write a treatment for a short video program.	Evaluate reinforcement applications.	
1.6.11.D	Contribute to discussions.	✓ Develop a storyboard illustrating a program sequence.	Award points for successful completion of exercises.	
1.5.11.A	Write with a sharp distinct focus.	✓ Explain the concept of “treatment” with regards to production.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.5.11.C	Write with controlled and or subtle organization	✓ Discuss methods involved in the scriptwriting process and identify different scripting programs.		
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Discuss the three “T’s” involved with a training structure (tell them what you are going to tell them, tell them, tell them what you have told them).		
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Identify resources for nonfiction program elements.		
1.8.11A	Locate information using appropriate sources and strategies.	✓ Discuss the significance of “rostrum camera footage.”		
9.1.3.E	Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works through the arts.	Complete review questions on concepts covered.		
1.8.11.C	Organize, summarize, and present the main ideas from research.	Develop a video program (select a subject, develop the concept, write a summary treatment, draw a storyboard.		

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Course Name:	Television Production (Broadcast II)
Content:	Production Planning Process
Key Learning(s):	All video programs evolve from careful production planning.
Essential Question(s):	What are the requirements needed to produce a small-scale video production?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.A	Listen to others.	Examine the process of production planning.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.6.11.E	Participate in small and large group discussions and presentations.	✓ Assemble people, equipment, and other resources for the production.	Evaluate reinforcement applications.	
1.6.11.D	Contribute to discussions.	✓ Develop a production schedule.	Award points for successful completion of exercises.	
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Calculate costs and budget for a production.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes	✓ Discuss different types of releases (general, talent, minor, materials, location, stock, and music), and when to obtain one. Complete review questions on concepts covered. Record a one-hour series program, and analyze production planning by developing a shooting schedule.		

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Course Name:	Television Production (Broadcast II)
Content:	Camcorder Controls
Key Learning(s):	An understanding of camera function helps with video production.
Essential Question(s):	How does a camcorder work?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	Describe the major camcorder support systems.	Evaluate review questions.	Student text and workbook:
1.6.11.D	Contribute to discussions.	<ul style="list-style-type: none"> ✓ Prepare camera equipment for a shoot. ✓ Operate all camcorder systems. ✓ Examine camera functions. ✓ Discuss the different types of camera support systems (tripods, stabilizers, or dollies). ✓ Define the purpose of “white balance” in a camera. ✓ Discuss the difference between analog and digital cameras. 	Evaluate reinforcement applications.	<i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	Complete review questions on concepts covered.	Award points for successful completion of exercises.	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	Video project involving manipulation of white balance, exposure, and shutter controls.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	Teacher-prepared worksheets
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas.	Video project that will explore the difference between manual and auto-focus.		Audiovisual Media

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Course Name:	Television Production (Broadcast II)
Content:	Camcorder Controls (part 2)
Key Learning(s):	An understanding of the camera lens helps with video production.
Essential Question(s):	How can lens characteristics effect pictorial composition?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.6.11.F 1.6.11.D 3.7.4.A 3.7.10.B 1.1.11.F	<p>Use media for learning purposes.</p> <p>Contribute to discussions.</p> <p>Explore the use of basic tools, simple material and techniques to safely solve problems.</p> <p>Apply appropriate instruments and apparatus to examine a variety of objects and processes.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p>	<p>Establish and adjust all camera settings as needed for each shot.</p> <ul style="list-style-type: none"> ✓ Obtain pleasing pictorial compositions. ✓ Examine footage quality, quantity, and utility. ✓ Examine the characteristics of a lens. ✓ Define the focal length of a lens. ✓ Explain the difference between wide angle and telephoto views. ✓ Define depth of field. ✓ Explain f-stops and aperture settings. ✓ Define “pulling focus.” ✓ Explain what “blocking” refers to in camera operation. <p>Complete review questions on concepts covered.</p> <p>Video project that explores the difference between wide angle and telephoto shots.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Lighting
Key Learning(s):	Many instruments can be used to manipulate light in a video production.
Essential Question(s):	What are the functions of different lights and accessories used in video production?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	Demonstrate the characteristics of different lighting instruments.	Evaluate review questions.	Student text and workbook:
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	<ul style="list-style-type: none"> ✓ Discuss ways to control light. ✓ Examine how to control direction of light. ✓ Discuss how to control color with light. ✓ Discuss tools for adding light. ✓ Explain “practicals” as light sources. ✓ Discuss the different lamps that can be used to add light. ✓ Identify different lighting accessories that can be used. ✓ Discuss the techniques used to evaluate light. 	Evaluate reinforcement applications.	<i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas.	Complete review questions on concepts covered.	Award points for successful completion of exercises.	Teacher-prepared worksheets
1.6.11.F	Use media for learning purposes.	Make a temporary light reflector.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	Audiovisual Media

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Course Name:	Television Production (Broadcast II)
Content:	Lighting Design
Key Learning(s):	Light can be used to change mood and create an effect in video production.
Essential Question(s):	What is the main idea behind light design?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A 3.7.10.B 1.6.11.F	Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes. Use media for learning purposes.	<p>Explain the three standards of quality video lighting.</p> <ul style="list-style-type: none"> ✓ Recognize the major style of lighting designs. ✓ Employ effective strategies in approaching light design problems. ✓ Follow proper procedures when dealing with light equipment. ✓ Discuss the different light styles (naturalism, realism, pictorial realism, magic realism, and expressionism). ✓ Discuss how to select the right lighting approach. ✓ Examine how to work with available light, reflective light, and light filters. <p>Complete review questions associated with the chapter</p> <p>Project involving the use of lighting reflectors outdoors.</p> <p>Video practice involving common lighting set-up for interviews, on-camera spokespersons, and other subjects that stay in one place.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

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Course Name:	Television Production (Broadcast II)
Content:	Real-World Lighting Principals
Key Learning(s):	Lighting tools and design principals can be used to solve real-world problems.
Essential Question(s):	How can light be used to solve common lighting problems?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.4.A 3.7.10.B 1.6.11.F	Explore the use of basic tools, simple material and techniques to safely solve problems. Apply appropriate instruments and apparatus to examine a variety of objects and processes. Use media for learning purposes.	<p>Light subjects in both classic and natural modes.</p> <ul style="list-style-type: none"> ✓ Light typical small and large interiors. ✓ Solve common lighting problems. (Light a wide face, darker complexion, a subject who is bald, and a subject with glasses). ✓ Light interior and exterior scenes. ✓ Light frequently encountered assignments. ✓ Describe classic studio lighting. ✓ Discuss ways of dealing with moving light sources. ✓ Explain what “day for night” lighting is. ✓ Discuss lighting for interviews. <p>Complete review questions associated with the chapter.</p> <p>Conduct an interview that experiments with several approaches to lighting.</p> <p>Shoot a video that creates an outdoor daytime scene that looks like night.</p>	<p>Evaluate review questions.</p> <p>Evaluate reinforcement applications.</p> <p>Award points for successful completion of exercises.</p> <p>Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.</p>	<p>Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.</p> <p>Teacher-prepared worksheets</p> <p>Audiovisual Media</p>

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Course Name:	Television Production (Broadcast II)
Content:	Sound Tracks
Key Learning(s):	There are many ways to capture sound in production.
Essential Question(s):	What are the common problems associated with recording?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.8.11A	Locate information using appropriate sources and strategies.	✓ Distinguish the different types and purposes of recording.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.8.11.B	Use and understand a variety of media and evaluate the quality of material produced.	✓ Understand audio equipment and select it appropriately.	Evaluate reinforcement applications.	
1.2.11.B	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Record quality audio tracks.	Award points for successful completion of exercises.	
3.7.4.A	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Define "Mit out sound" (MOF).		
3.7.10.B	Use media for learning purposes.	✓ Discuss the different types of audio recording.		
1.6.11.F	Contribute to discussions.	✓ Review MIC types and transmission method	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.6.11.D	Listen to others.	✓ Discuss the different MIC supports that can be used.		
1.6.11.A	Participate in small and large group discussions and presentations.	✓ Identify cables used to connect a MIC. ✓ Explain the difference between a mixer and equalizer. ✓ Discuss the benefits of dialogue replacement. ✓ Examine the difference between recordings with a built-in versus an external MIC.		
		Identify all the sound effects used in 10 minutes of commercial TV. Complete review questions.		

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Directing a Production for Content
Key Learning(s):	The director has the final say in what is shot and how the final takes will look and sound.
Essential Question(s):	What is meant by “the director rules”?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	Deliver information on video completely and effectively.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
1.1.11.F	Understand the meaning of and apply key vocabulary across various subject areas.	✓ Communicate emotional effects to your audience.	Evaluate reinforcement applications.	
1.5.11.A	Write with a sharp distinct focus.	✓ Guide on-screen talent in shaping their performances.	Award points for successful completion of exercises.	
1.5.11.C	Write with controlled and or subtle organization.	✓ Solve production problems.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
3.7.12.D	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Discharge typical directing assignments.		
3.7.4.A	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Examine ways to set up a computer as a teleprompter.		
3.7.10.B	Use and understand a variety of media and evaluate the quality of material produced.	✓ Discuss different director assignments.		
		✓ Define inserts, cutaways, and camera angles to direct audience attention.		
		Complete review questions associated with the chapter.		
		Story board, shoot, direct, and edit projects involving emphasis, effect, emotion, and camera angles		

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Editing
Key Learning(s):	Successful editing involves the mastery of many skills.
Essential Question(s):	What are the fundamental operations of editing?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
3.7.12.D	Explore the use of basic tools, simple material and techniques to safely solve problems.	Describe the craft of editing.	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc. Teacher-prepared worksheets Audiovisual Media
3.7.4.A	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	<ul style="list-style-type: none"> ✓ Examine steps in video postproduction ✓ Define subtract editing and additive editing. ✓ Identify and describe the editing phases (organizing, assembling, enhancing, synthesizing, and archiving). 	Evaluate reinforcement applications.	
3.7.10.B	Use and understand a variety of media and evaluate the quality of material produced.	Complete review questions associated with the chapter	Award points for successful completion of exercises.	
1.6.11.F	Use media for learning purposes.	Count and record the number of shots (edits) in a one-hour TV series program.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
1.2.11.B	Understand the meaning of and apply key vocabulary across various subject areas.	Explore the shot logging and organizing features of editing software.		
1.6.11.A	Listen to others.			

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Editing Principals
Key Learning(s):	Editing operations are what is done and editing principals are the final affect of those operations.
Essential Question(s):	What are the editing principals that determine the qualities of the finished project?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	Re-examine important editing principles (continuity, performance, emphasis, and pace).	Evaluate review questions.	Student text and workbook: <i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.	✓ Connect shots with edits invisible to the audience.	Evaluate reinforcement applications.	
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.	✓ Adjust and improve actors’ performances.	Award points for successful completion of exercises.	
3.7.4.D	Use basic computer software.	✓ Direct viewers’ attention within a program.		
3.7.7.C	Apply basic computer software.	✓ Present program materials at an appropriate pace.	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	
3.7.7.D	Apply computer software to solve specific problems.	✓ Elicit emotional responses from audiences.		
3.7.10.C	Apply basic computer operations and concepts.	✓ Review shot-to-shot continuity.		
3.7.10.D	Utilize computer software to solve specific problems.	Complete review questions associated with the chapter		
3.7.12.D	Evaluate the effectiveness of computer software to solve specific problems.	Complete a project demonstrating one of the different styles of editing (narrative, associative, or subjective).		
1.6.11.F	Use media for learning purposes.	Create a project matching action from shot-to-shot.	Teacher-prepared worksheets	
		Using the footage from matching action, experiment with timing shot lengths and edits for different effects.	Audiovisual Media	

Northern York County School District Curriculum

Course Name:	Television Production (Broadcast II)
Content:	Digital Editing
Key Learning(s):	Digital editing offers many advantages over analog editing.
Essential Question(s):	What are differences between digital and analog editing?
Grade Level:	11-12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	Define digital editing. ✓ Explain the advantages of digital editing. ✓ Contrast digital and analog editing methods. ✓ List the basic steps in digital postproduction. ✓ Define offline and online editing. ✓ Configure a new editing project. ✓ Determine the applications and usefulness of the six basic types of insert edits (three point, four point, rolling, ripple, slip, and slide). ✓ Specify a DVD disc format.	Evaluate review questions.	Student text and workbook:
3.7.4.A	Explore the use of basic tools, simple material and techniques to safely solve problems.		Evaluate reinforcement applications.	<i>Video Digital Communication & Production Second Edition</i> © 2008, The Goodheart-Willcox Company, Inc.
3.7.10.B	Apply appropriate instruments and apparatus to examine a variety of objects and processes.		Award points for successful completion of exercises.	
1.6.11.F	Use media for learning purposes.	Complete review questions associated with the chapter	Evaluate with application exercises, chapter tests, unit tests, book programs, and teacher designed projects.	Teacher-prepared worksheets
1.2.11.B	Use and understand a variety of media and evaluate the quality of material produced.	Analyze a commercial DVD to reveal its design. Organize the components of an imaginary DVD on a flow chart		Audiovisual Media

V. Expected Levels of Achievement

Grading system criteria is based on the school's district policy of:

93% to 100%	=	A
85% to 92%	=	B
77% to 84%	=	C
70% to 76%	=	D
0% to 69%	=	F

Students are expected to achieve 70 percent or higher on all examinations or performance evaluations.

VI. Procedures For Evaluation

Chapter and Unit Exams—teacher-prepared and standardized
Performance
Acceptable/Unacceptable Copy
Class Activities
Semester Exams