


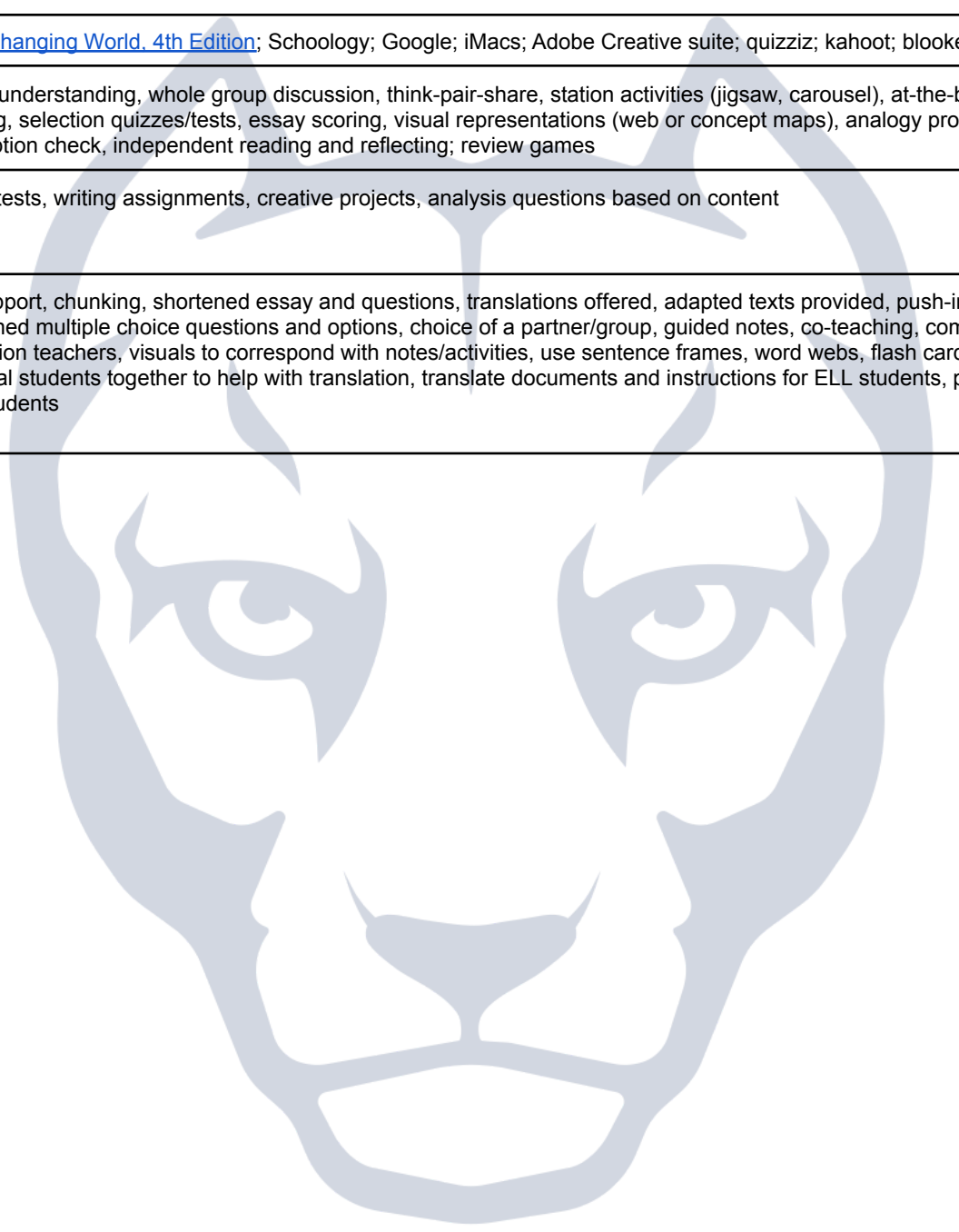
# IAA Curriculum

<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level IV		

<b>Unit</b>	<b>Unit 1: Introduction to Mass Media</b>			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>• Communication, Media, Demographics, development of thoughts, ideas and concepts</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What importance does communication have in our society?</li> <li>• How do communication forms differ based on region and in style?</li> <li>• How has the media evolved?</li> <li>• What is the essence of Mass Media?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Analyze Mass Media</li> <li>• Analyze Interpersonal Communication</li> <li>• Analyze and evaluate different demographic categories</li> <li>• Compare and contrast interpersonal and mass communication</li> <li>• Compare non-verbal communication with verbal communication</li> <li>• Create examples of non-verbal communication and verbal communication</li> <li>• Create examples of Mass Media and Interpersonal Communication</li> <li>• Analyze and evaluate real life examples of Mass Communication and Interpersonal Communication</li> <li>• Generate a list of Mass Media and provide examples</li> <li>• Connect dates of origination for forms of media to their evolved states</li> </ul>			
<b>Number of Days</b>	<b>Smart Objectives/SWBAT/Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
<b>15 Days</b>	<ul style="list-style-type: none"> <li>• Identify, define, and analyze what Mass Communication is and compare it to Interpersonal Communication within 2 class periods with 80% accuracy.</li> <li>• Identify, define, and analyze what non-verbal communication is and how it compares to verbal communication within 2 class periods with 80% accuracy.</li> <li>• Identify, define, and analyze what verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Design a media collage project</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.A</a>,</li> <li>• <a href="#">9.1.3.B</a>,</li> <li>• <a href="#">9.1.3.C</a>,</li> <li>• <a href="#">9.1.3.H</a></li> </ul>	<ul style="list-style-type: none"> <li>• Mass</li> <li>• Communication</li> <li>• Media</li> <li>• Non-verbal Communication</li> <li>• Verbal Communication</li> <li>• Interpersonal Communication</li> <li>• Written Communication</li> <li>• Magazines</li> <li>• Books</li> <li>• Newspapers</li> <li>• Film</li> <li>• Television</li> <li>• Radio</li> <li>• Podcasts</li> <li>• Social Media</li> </ul>

	<p>is and how it compares to non-verbal communication within 1 class period with 90% accuracy.</p> <ul style="list-style-type: none"> <li>• Research demographic categories and evaluate how demographics affect marketing strategies for companies within 2 class periods with 80% accuracy.</li> <li>• Use context clues, and visual prompts to discuss and analyze how demographics play a key role in all forms of media within 2 class periods with 80% accuracy.</li> <li>• Describe, define, and defend what each of the categories of Mass Media are and why forms of media fall under said categories within 3 class periods with 80% accuracy.</li> <li>• Analyze examples of Mass Media and Communication in everyday life within 1 class period with 80% accuracy.</li> <li>• Using the definitions for Mass Communication, determine and defend examples of different forms of interpersonal and Mass Communication within 2 class periods with 80% accuracy.</li> <li>• Identify moments in history when specific milestones in media history were created and analyze how these milestones shaped media in our world today within 4 class periods with 80% accuracy.</li> </ul>			<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Public Relations</li> <li>• Marketing</li> <li>• Politics</li> <li>• News</li> </ul>
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<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooet
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students



# IAA Curriculum

<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level IV		

<b>Unit</b>	<b>Unit 2: Television History</b>			
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>History of Television; historical moments in television history; how to analyze television; key players in creation of historical moments in television history</li> </ul>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What television shows have changed and modified the television industry through the history of society?</li> <li>What were the first television shows and how did they come into existence?</li> <li>How has the television industry changed over the course of the last 100 years?</li> <li>Who are the most influential players in television history?</li> <li>Where is the television industry going?</li> <li>When and why was the television industry created?</li> <li>Why is the Television industry so important in our history?</li> <li>In what ways can television be viewed and how has it changed over the years?</li> <li>What influence does Television have over our lives and how does it compare to other forms of media?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze the importance of television in our society</li> <li>Analyze the history of television and important milestones</li> <li>Analyze and compare different influential television shows</li> <li>Evaluate what the importance technological change has been in the television industry</li> <li>Evaluate why certain television shows were the first to be created and how they shaped history</li> <li>Describe and defend what makes up a strong television show</li> <li>Generate a list of important television shows</li> <li>Evaluate and define what television shows are versus movies</li> <li>Describe and analyze what the rating system through the television rating system</li> <li>Describe what the Emmys and golden globes are</li> <li>Define, describe, and prove what different elements of a television show is and why they exist</li> <li>Describe and defend what key players in the television industry are and the importance of each of these players</li> <li>Connect marketing strategies with the television industry</li> </ul>			
<b>Number of Days</b>	<b>Smart Objectives/SWBAT/Selection</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
	Students will be able to: <ul style="list-style-type: none"> <li>Identify what importance specific television shows have played in our society</li> <li>Determine, analyze, and identify key moments</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Network</li> <li>Guided Notes</li> <li>Graphic Organizers</li> <li>Pair-Share</li> <li>Checks for understanding</li> <li>Television Show Analysis activities</li> <li>Television Show list generation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">9.1.3.H</a>,</li> <li><a href="#">9.1.3.J</a></li> <li><a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>Lines of Resolution</li> <li>Pixels</li> <li>Channel Allocation</li> <li>Affiliates</li> <li>Kinescopes</li> <li>Channel Allocation</li> </ul>

<p><b>20 Days</b></p>	<p>television history</p> <ul style="list-style-type: none"> <li>Analyze television shows and compare the elements of each to one another</li> <li>Describe how different technologies have changed the way television shows have been made over the last 100 years</li> <li>Create a list of important television shows and why they are important to the industry</li> <li>Outline and identify what the Golden Globes and Emmys are and how the awards are determined</li> <li>Identify who the most influential television personalities are in history and why</li> <li>Determine how television shows are marketed</li> <li>Determine what the rating system is through the Television Content Rating System and how it works</li> <li>Describe what television shows have been the most successful over the course of history and why</li> </ul>			<ul style="list-style-type: none"> <li>Community Antenna Television (CATV)</li> <li>Importation</li> <li>Must-Carry Rules</li> <li>FCC</li> <li>Time Shifting</li> <li>Videotape Recorder VTR</li> <li>Videocassette Recorder (VCR)</li> <li>Digital Video Recorders (DVRs)</li> <li>High-definition television (HDTV)</li> <li>Video on Demand (VOD)</li> <li>Multiple System Operators (MSOs)</li> <li>Basic Cable</li> <li>A la carte pricing</li> <li>Premium Cable Channels</li> <li>Pay-per-view Channels</li> <li>Geostationary</li> <li>Direct broadcast satellite</li> <li>Off-network programs</li> <li>Strip programming</li> <li>Original Syndication</li> <li>Public Broadcasting Service (PBS)</li> <li>Rating</li> <li>Share</li> <li>Sweeps months</li> <li>V-Chip</li> </ul>
<p><b>Resources</b></p>	<p><a href="#">Mass Media in a Changing World, 4th Edition</a>; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket</p>			
<p><b>Formative Assessments</b></p>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games</p>			
<p><b>Summative Assessments</b></p>	<p>Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content</p>			

<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students
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## IAA Curriculum

<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level III		

<b>Unit</b>	<b>Unit 3: Television Pre-production</b>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>The process of planning a television show - screenwriting, location scouting, budgeting, storyboarding, casting, hiring a crew, analysis of job roles and requirements, call sheets and scheduling, creating a television pitch, network meetings</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is pre-production?</li> <li>What importance does pre-production play in creating a television show?</li> <li>What is television script writing and what is the industry standard for script writing?</li> <li>What elements make up a television pitch?</li> <li>What are the genres associated with television shows and what needs to be a part of planning a genre based TV show?</li> <li>How are budgets decided?</li> <li>How do TV networks work and how do they decide what shows they will make?</li> <li>What is location scouting and what is the process of finding a television show location?</li> <li>How do you plan an entire season of a television show?</li> <li>What is a casting call and how do we access talent to be a part of a show?</li> <li>What are the different roles on a television set and what are the requirements for each individual person?</li> <li>What is a call sheet, how is it made and what goes into filming schedule?</li> <li>What is a writing staff?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze what pre-production is</li> <li>Determine the importance of pre-production</li> <li>Create an original television show idea and create pitch for the show</li> <li>Compare and contrast the different lengths of television shows</li> <li>Evaluate what elements make up a television series</li> <li>Evaluate television show genres</li> <li>Design a budget for a fictional television show</li> <li>Analyze how television networks decide what TV shows they will make</li> <li>Create an understanding of location scouting and the importance it plays in creating a television show</li> <li>Design an outline for the first season of a television show</li> </ul>

	<ul style="list-style-type: none"> <li>• Synthesize casting calls for a fictional television show</li> <li>• Prove the necessity for each role on a television set and the importance of each role in relation to production</li> <li>• Determine how to create and format a call sheet and how it ties into a television show filming schedule</li> </ul>			
Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
50-55 Days	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what pre-production is and how it ties into production and post-production of a television show</li> <li>• Explain how pre-production helps create a television show and why it is necessary in the process</li> <li>• Create and determine the proper formatting for a television show script</li> <li>• Discuss the importance of mapping out a full season for a television show</li> <li>• Analyze television shows</li> <li>• Analyze pivotal episodes of television and why they are important</li> <li>• Identify what elements make up specific genre based television shows</li> <li>• Create a budget for a fictional TV show and analyze why it is important to the pre-production</li> <li>• Analyze the structure of a television network and how they decide on a TV pitch</li> <li>• Create a television pitch idea</li> <li>• Discover locations and the importance they play in production</li> <li>• Determine what a storyboard is and create a storyboard for one of the</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Write an episode of a TV show</li> <li>• Create a call sheet</li> <li>• Table Reads</li> <li>• Create a casting call</li> <li>• Hold auditions</li> <li>• Create a storyboard</li> <li>• Create a crew list</li> <li>• TV show analysis</li> <li>• Create a budget plan</li> <li>• Location scouting activity</li> <li>• Create a call sheet</li> <li>• Create an original pitch idea</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.E</a></li> <li>• <a href="#">9.1.3.H</a></li> <li>• <a href="#">9.1.3.J</a></li> <li>• <a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>• Writer</li> <li>• Writing Staff</li> <li>• Producer</li> <li>• Director of Photography</li> <li>• Production Assistant</li> <li>• Sound Designer</li> <li>• Lighting Director</li> <li>• Gaffer</li> <li>• Editor</li> <li>• Casting Call</li> <li>• Location Manager</li> <li>• Pre-production</li> <li>• Production</li> <li>• Post-Production</li> <li>• Genres</li> <li>• Actor</li> <li>• Pitch</li> <li>• Associate Producer</li> <li>• Assistant Producer</li> <li>• Wardrobe personnel</li> <li>• Art Director</li> <li>• Floor Manager</li> <li>• Craft Services Manager</li> </ul>

	<p>episodes</p> <ul style="list-style-type: none"> <li>• Determine what a casting call is</li> <li>• Create a casting call for a fictional TV show</li> <li>• Analyze the different roles on a TV set</li> <li>• Determine what the importance of each role on a TV set is</li> <li>• Create an ideal crew list for a TV show</li> <li>• Analyze a call sheet</li> <li>• Determine what a the importance of a call sheet is</li> <li>• Create a call sheet for a TV Show</li> <li>• Analyze the necessity of a switchboard TV show</li> <li>• Compare and contrast the differences between a multi-camera and single camera TV show</li> </ul>			
<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooet			
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games			
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content			
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students			



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<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level IV		

<b>Unit</b>	<b>Unit 4: Production</b>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>The process of filming for a TV show - camera angles, lighting, directing, acting, sound design, costumes, set design, prop mastery, makeup design, sticking to a schedule, logging footage and script supervising, camera angles and camera equipment</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is production?</li> <li>What importance does production play in creating a TV show?</li> <li>What does the camera operator do?</li> <li>What are the different camera angles?</li> <li>What is lighting?</li> <li>What is directing?</li> <li>What is acting?</li> <li>What is sound design?</li> <li>What is costume design?</li> <li>What is set design?</li> <li>What is a prop master?</li> <li>What is makeup design?</li> <li>What elements need to be present on a TV set to make a TV show?</li> <li>How are schedules and budgets monitored on a set?</li> <li>How do television networks check in with television productions?</li> <li>What is set design and prop mastery?</li> <li>How do storyboards get used on set?</li> <li>What are the different roles on a TV set and what are the requirements for each individual person?</li> <li>What is script supervising and how is it important to the TV show?</li> <li>How do you log footage?</li> <li>What are the different units on a TV set?</li> <li>What is a multi-camera show versus single camera show?</li> <li>What is a switchboard?</li> <li>Who is a technical director?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze what production is</li> <li>Determine the importance of production</li> <li>Create a functioning TV set</li> <li>Determine how to stick to a schedule</li> <li>Evaluate what a camera operator does</li> <li>Evaluate what a technical director</li> <li>Evaluate what a switchboard is</li> <li>Compare and contrast a single camera show versus a multi-camera show</li> <li>Determine the different camera angles</li> </ul>

	<ul style="list-style-type: none"> <li>• Determine the importance and roles of the lighting, directing, acting, sound design, costumes, set design, prop mastery and makeup departments</li> <li>• Analyze the importance of each member of the crew on a television set</li> <li>• Create an understanding on how to work a camera</li> <li>• Create a-roll and b-roll footage</li> <li>• Work on the A unit and B unit on a film set</li> <li>• Determine how you log footage</li> <li>• Explain how you work a switchboard</li> <li>• Explain the importance of a switchboard</li> <li>• Create an outline for a 1 season long TV series</li> <li>• Create a TV pitch</li> </ul>			
Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
45 Days	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what production is and how it ties into pre-production and post-production</li> <li>• Explain how production helps create a TV show and why it is necessary in the process</li> <li>• Create raw editable footage for an episode of an original TV show</li> <li>• Discuss the importance of the camera operator</li> <li>• Discuss the importance of lighting design</li> <li>• Discuss the importance of sound design</li> <li>• Discuss the importance of acting</li> <li>• Discuss the importance of prop mastery</li> <li>• Discuss the importance of set design</li> <li>• Discuss the importance of makeup and costume design</li> <li>• Identify what elements are specific to production versus pre-production</li> <li>• Determine how to stick to a schedule and the</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Film a short movie participating in each of the different roles on a film set: <ul style="list-style-type: none"> <li>○ Director</li> <li>○ Camera operator</li> <li>○ Lighting Director</li> <li>○ Sound Director</li> <li>○ Script Supervisor</li> </ul> </li> <li>• Logging footage activity</li> <li>• Outline for season 1 of a TV show activity</li> <li>• TV pitch activity</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.H</a>,</li> <li>• <a href="#">9.1.3.J</a></li> <li>• <a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cut</li> <li>• Shot</li> <li>• Frame</li> <li>• Preproduction</li> <li>• Production</li> <li>• Post Production</li> <li>• Producer</li> <li>• Director</li> <li>• Writing staff</li> <li>• Camera Operator</li> <li>• Editor</li> <li>• Camera Angle</li> <li>• Grip</li> <li>• Gaffer</li> <li>• Best Boy</li> <li>• Product Placement</li> <li>• Executive Producer</li> <li>• Associate Producer (AP)</li> <li>• Field Producer</li> <li>• Production Manager</li> <li>• Production Assistant (PA)</li> <li>• Director</li> <li>• Associate Director (AD)</li> <li>• Floor manager</li> <li>• Writer</li> <li>• Art director</li> <li>• Graphic Artist</li> <li>• Makeup Artist</li> </ul>

	<p>importance of such</p> <ul style="list-style-type: none"> <li>• Determine what is required for each role of the TV crew and work in a role as each</li> <li>• Determine how actors can create authentic performances</li> <li>• Create an inventive and unique outline and pitch for an original TV show that would be shown to a TV network executive</li> </ul>		<ul style="list-style-type: none"> <li>• Costume designer</li> <li>• Wardrobe person</li> <li>• Sound designer</li> <li>• Technical Director (TD)</li> <li>• Audio Technician</li> <li>• Character Generator Operator</li> <li>• Video Editor</li> </ul>
<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket		
<b>Formative Assessments</b>	<p>Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games</p>		
<b>Summative Assessments</b>	<p>Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content</p>		
<b>Strategies for ELL and IEP Support</b>	<p>1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL &amp; special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students</p>		

# IAA Curriculum

<b>Content Area</b>	Mass Communication	<b>Grade</b>	9-12
<b>Course Name</b>	Mass Communication Major Level IV		

<b>Unit</b>	<b>Unit 5: Post-Production</b>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>The process of completing an episode of a TV Show - editing, foley, special effects, sound effects, sound track, exporting, distribution, animation, motion graphics</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is post-production?</li> <li>What importance does post-production play in creating a TV show?</li> <li>What is editing?</li> <li>What is foley?</li> <li>What are special effects?</li> <li>What are sound effects?</li> <li>What is a sound track?</li> <li>How do we export a TV show?</li> <li>How does a network prepare a show for airing?</li> <li>What is a pilot?</li> <li>What is animation and motion graphics?</li> <li>What are frames per second?</li> <li>What elements need to be present post-production to complete a TV show?</li> <li>How does network TV work with advertisements?</li> <li>Who are the key players in post-production?</li> <li>How do TV networks distribute films when they are complete?</li> <li>What importance do scripts and storyboards play in post-production?</li> <li>What are the different roles in pre-production?</li> <li>What is A-roll and B-roll used for?</li> <li>What are the different units on an editing staff?</li> </ul>
<b>Key Learning Objectives &amp; Skills</b>	<ul style="list-style-type: none"> <li>Analyze what post-production is</li> <li>Determine the importance of post- production</li> <li>Create a functioning editing staff</li> <li>Determine how to edit a TV show</li> <li>Evaluate what special effects are</li> <li>Determine the importance of foley and sound effects</li> <li>Determine the importance of motion graphics and animation</li> <li>Analyze the importance of soundtracks</li> <li>Create an understanding of the importance of frames-per-second</li> <li>Create a working knowledge of what A-roll and B-roll can be used for editing</li> <li>Analyze how to market and distribute TV shows</li> <li>Analyze streaming based TV shows standards versus network based TV shows</li> <li>Analyze how TV shows streaming have become more popular over the last decade and why</li> </ul>

Number of Days	Smart Objectives/SWBAT/Selection	Instructional Strategies and Activities	PA CC Standards	Vocabulary
45 Days	Student will be able to: <ul style="list-style-type: none"> <li>• Explain what post-production is and how it ties into pre-production and production</li> <li>• Explain how post-production helps create a TV show and why it is necessary in the process</li> <li>• Create a completed episode of a TV show</li> <li>• Discuss the importance of motion graphics</li> <li>• Discuss the importance of soundtracks</li> <li>• Discuss the importance of special effects</li> <li>• Discuss the importance of foley and sound effects</li> <li>• Discuss the importance of a-roll and b-roll in post-production</li> <li>• Discuss the importance of script and storyboards in post-production</li> <li>• Identify what elements are specific to post- production versus pre-production and production</li> <li>• Determine what is required to distribute a film</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Network</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> <li>• Pair-Share</li> <li>• Checks for understanding</li> <li>• Edit together an episode of a TV show using special effects, foley, soundtracks, animation and motion graphics</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9.1.3.H</a>,</li> <li>• <a href="#">9.1.3.J</a></li> <li>• <a href="#">9.1.3.K</a></li> </ul>	<ul style="list-style-type: none"> <li>• Foley</li> <li>• Sound effects</li> <li>• Capture Scratch</li> <li>• Export</li> <li>• Import</li> <li>• Soundtracks</li> <li>• Motion Graphics</li> <li>• Animation</li> <li>• Frames-per-second</li> <li>• Distribution</li> <li>• Network TV</li> <li>• Streaming TV</li> </ul>
<b>Resources</b>	<a href="#">Mass Media in a Changing World, 4th Edition</a> ; Schoology; Google; iMacs; Adobe Creative suite; quizziz; kahoot; blooket			
<b>Formative Assessments</b>	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting; review games			
<b>Summative Assessments</b>	Selection quizzes/tests, writing assignments, creative projects, analysis questions based on content			
<b>Strategies for ELL and IEP Support</b>	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special			

education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel; pairing bilingual students together to help with translation, translate documents and instructions for ELL students, provide spanish subtitles for videos for ELL students

