

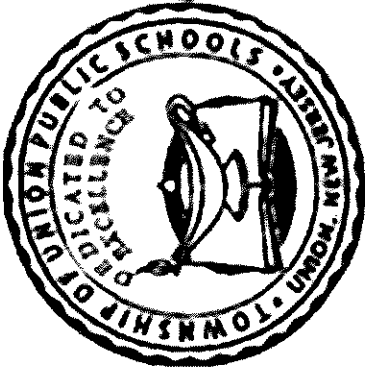
TOWNSHIP OF UNION PUBLIC SCHOOLS



ALLIED HEALTH I

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

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Steven Le

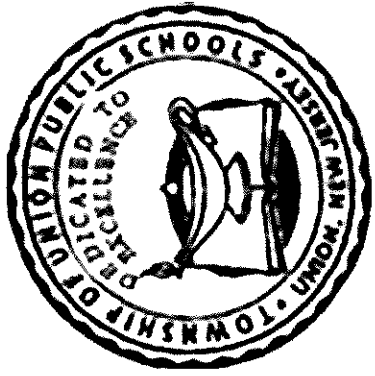
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Allied Health I

Curriculum Committee Members

DONNA SANTORA & JEAN SALVATORE

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Mission Statement

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The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. The students will begin to explore basic Anatomy and Physiology of the eleven body systems.

Recommended Textbooks

**Dynamic Health Care in Society/ Roxann Delaet
Diversified Health Occupations/ Louise Simmers**

Course Proficiencies

Students will be able to...

- Develop critical thinking skills and strategies for solving problems
- Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as a whole.
- Clarify and analyze their values and the values of others.
- Demonstrate the characteristics, behaviors, and attitudes of professionals
- Speak and write clearly, effectively and forcibly
- Detect and circumvent barriers that obstruct interpersonal communication
- Analyze the fundamental questions and implications raised by selected ethical health care issues
- Communicate effectively with patients of all ages from a variety of cultural backgrounds
- Understand the eleven body systems and how they function, understand the most common diseases of each system
- Develop satisfactory personal and professional definitions of health, wellness, illness, and disease and analyze factors that affect health status.

Curriculum Units

Unit 1: Health Careers/ Health Care Team

Unit 2: Cultural Diversity/ Communications/technology

Unit 3: Health Care Systems/ Health Care Economics

Unit 4: Infection Control/ Safety

Unit 5: Professional Development/Critical thinking skills

Unit 6: Body Systems

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Health Careers / Health Care Team	20 DAYS
<u>Unit 2:</u> Cultural Diversity/ Communications / Technology	15 DAYS
<u>Unit 3:</u> Health Care Systems / Health Care Economics	10 DAYS
<u>Unit 4:</u> Infection Control/ Safety	15 DAYS
<u>Unit 5:</u> Professional Development / Critical Thinking Skills	10 DAYS
<u>Unit 6:</u> Body Systems	125 DAYS

Unit 1: HEALTH CAREERS / HEALTH CARE TEAM

Essential Questions: What do Health professionals do? Who is on the Health Care team? How did this happen?	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>Students will be exploring different types of health care careers. They will research the career they are thinking of perusing... Students will research the practice of Medicine through the ages to gain knowledge on how healthcare systems we know today evolved. Students will understand the roles and responsibilities of different practitioners. Students will understand that Health care will continue to grow and research will continue to add to the growth and development of new treatments for diseases.</p>	<p>The students will be able to define the mission of the health professions and the health care team. The students will be able to identify five health care professionals; and explain what each person does and how they achieved this profession. The students will be able to explain the difference between the different types of degrees. The students will be able to discuss five important figures that made major contributions to the medical field...</p>	<p>Students will research the professions available today. Students will research the important figures in health care. Students will visit the Mutter Museum in Pennsylvania for a different type of history of medicine lesson. Students will research a historical figure or time in Medicine that made an impact on the world of medicine today.</p>	<p>Students will refer to the text and internet for information. Students will have a test on the chapter. Students will present the research they did on professions and discoveries. Grades will be according to presentation, content, and overall delivery of the project. Students will interview different health professionals.</p>

Unit 2: CULTURAL DIVERSITY / COMMUNICATIONS / TECHNOLOGY

Essential Questions: How do we deliver care to such a diverse community?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Health care professionals must work, interact with or provide care to many individuals from a variety of backgrounds and cultures. We must be aware of the factors that make all humans unique and treat everyone with respect and kindness. The health care professional must know how to communicate with all individuals. The health care professional must be able to write effectively and speak professionally. The new Health Care Profession is one that uses technology for many aspects of care; Students must be proficient in the use of computers.</p>	<p>Students will be able to explain diversity and differentiate between culture, ethnicity, and race. Students will be able to describe how health care providers can show respect for individuals' religious beliefs and cultural diversity. Students will be able to examine the impact of cross-cultural diversity on issues of health and illness. Students will be able to write a paper on diversity with the correct grammar, spelling and number of paragraphs. Students will use the internet to complete the assignments using skills for research, email and delivering final product.</p>	<p>Student will research his or her own cultural difference. Students will research a culture that we do not have in the class. Students will research new techniques used for communications to those who are handicapped, hearing, vision or intellectually challenged.</p>	<p>Students will be grades on class participation. Students will have projects to present for grades. Students will have a chapter test. Students will choose their groups for the research projects, giving the student the opportunity to work with different cultures. Work must be typed and sited.</p>

Unit 3: HEALTH CARE SYSTEMS / HEALTH CARE ECONOMICS

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>Many different types of agencies and facilities deliver health care. Health care is the fastest growing industry in the US. Health has become a major business. The extremely high cost of health care in the US is a major concern for most Americans. The large number of uninsured individuals has caused the government to institute a health care system to meet this need. This is governed by the income of the individual. If a person chooses not to obtain insurance, there may be a penalty.</p>	<p>Students will be able to explain the different types of agencies. Students will be able to describe the different types of facilities that deliver health care. Students will be able to describe different types of health care payments. Students will be able to describe different types of managed care and its implications on the US. Now the students must understand premiums. The employer of 25 individuals, full-time must offer insurance. The problem is the amount the person must pay. Is it worth it to some people is the question.</p>	<p>Students will research the different types of agencies. Students will research the different types of insurances available. Students will questions their parents or guardians on their health insurance. Students will research the new health care available to the economically challenged. Students will research the cost of the plans available today. Students will research the penalty for not having insurance and if it is worth it vs having insurance.</p>	<p>Students will present research projects on health care systems, graded on presentation, content and grammar. Students will present research on the number of individuals they speak to on their different types of insurance and how much it cost them. Each plan must state the premiums for a single person and a family plan.</p>

Unit 4: INFECTION CONTROL / SAFETY

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>As health professionals, we are responsible for the health and safety of our patients. The understanding of the basics of infection control is indispensable for any health care worker in any health care setting. We must promote how to control the spread of infection, washing hands, covering your mouth when you cough and sneezing into the arm. The public must be educated as to the communicability of the new super bugs. The new bugs must be controlled by prevention, blood test and identifying those at risk.</p>	<p>Students will be able to identify the classes of microorganisms. List the components in the chain of infection. Identify the safety precautions and preventative actions used most frequently. Define "asepsis". Describe standard precautions. Describe HIPPA Define Universal Precautions. Describe the role of OSHA and observe all safety standards established by the agency.</p>	<p>Students will be able to wash their hands according to the standards. Students will visit a hospital. Students will research the most common types of infections. Students will research how we can prevent them from spreading... Student will research a communicable disease and present a paper and poster on the disease. Students will research the new SUPER BUGS, how do they come into the country and how do we deal with them. Who is at risk?</p>	<p>Research projects done by two students, they may choose who they want to work with. Each must list what they did on the project. The students will present this to the class.</p>

Unit 5: PROFESSIONAL DEVELOPMENT / CRITICAL THINKING SKILLS

Essential Questions: This is necessary to become leaders and thinkers, how do we do this for our students?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Health professionals function as team players. They also act as leaders... To develop their leadership skills and to gain experience dealing with responsibility, they should participate in school organizations. We need to prepare students for workplace skills by continuing their education.</p>	<p>Students will evaluate their leadership skills by taking charge of the class for their research projects. They will develop skills to be effective team players. Students will be able to identify the characteristics of critical thinking. Students will understand the basic problem solving steps. Students will distinguish between cause and effect. Students will be able to analyze alternate solutions to problems already stated.</p>	<p>Students will explore examples of problems that need to be resolved, examples would be difficult team members, and how do they deal with this. Students will demonstrate how to gather data, how to use it to be effective in the process of cause and effect. Students will learn the importance of being open-minded to others ideas...</p>	<p>Projects given and students will choose which situation they will analyze and solve. They will choose from 5 different types of problems presented. Students will produce a paper with explanation of how they will solve this. They may work in groups of three. The students will choose who they want to work with on their project.</p>

Unit 6: BODY SYSTEM

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>The human body consists of eleven systems. The body systems depend in each other to continue to be in a state of homeostasis. The systems are composed of organs, which may become diseased and unable to function. We must know how each system functions to keep it working properly. We are responsible for our own bodies and our own health.</p>	<p>Students will be able to label a diagram of each system. Students will be able to explain all terms of each system. Students will be able to define all diseases of each system. Students will know how each system interacts with the others. Students will understand you are what you eat and what you inherit from your parents.</p>	<p>Students will research systems. Students will use the information given to them by the teacher. Students will also research the normal and abnormal parts to each system. Students will choose a disease from each system and research new and advanced techniques used for diagnosis and treatment of that disease. Students will study their own family history of diseases. They will research the diseases and prognosis of each disease.</p>	<p>Students will read the chapters from the text. Students will do their research projects and present a poster and paper on the disease or system. Students will also research their family disease. Cultural trends in meal preparing will be introduced.. Students need to demonstrate to their family's health ways of preparing their cultural dishes. Students will explore how many diseases are from diet and lack of exercise.</p>

New Jersey Core Curriculum Content Standards
Academic Area

Reading	3.1
Science	5.2 - 5.6
Communications	7.1 7.2
Technology	8.1 8.2
21 st Century Life and Career Skills	9.1, 9.2, 9.3

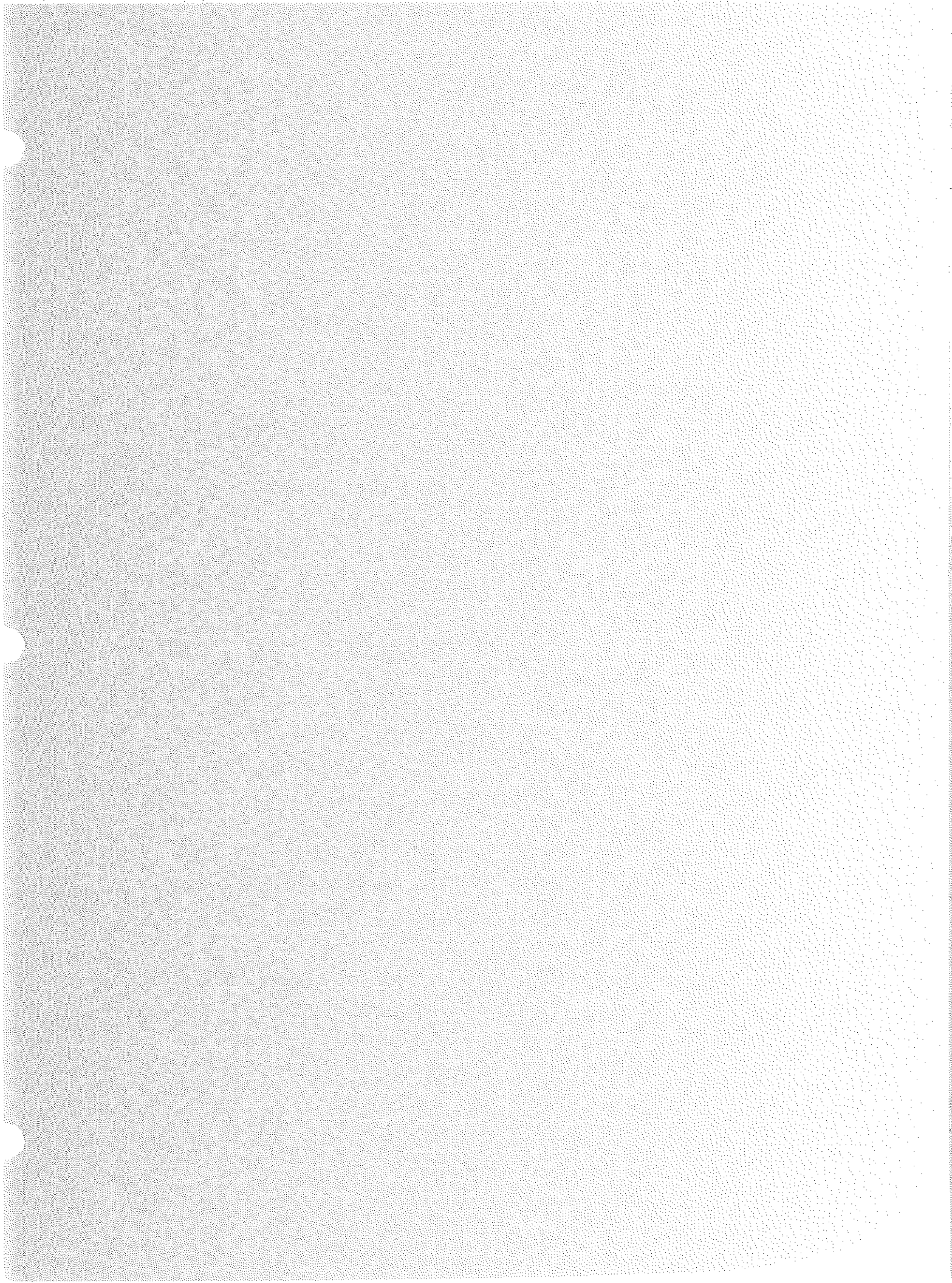
New Jersey Scoring Rubric

Rubric one – Class Participation

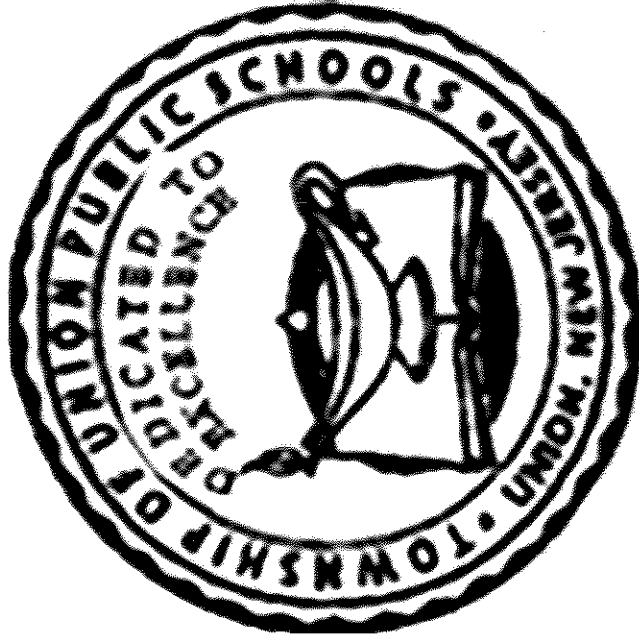
Points	20	15	10	5
Attendance/ Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class More than once every two weeks and regularly attends class.	Student is late to class more than once a week and/or has poor attendance to classes.
Level of Engagement in Class	Student proactively contributes to class by working diligently on assignments.	Student proactively contributes to class by working semi-diligently on assignments.	Student rarely contributes to class by working on assignments.	Student never contributes to class by working on assignments.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off the ideas of others.	Student listens when others talk, both in groups and in class.	Students rarely listen when others talk in both groups and class.	Student never listens when others are talking in groups and class.
Behavior	Student always behaves in class, no outbursts, no disruptions	Student at times disrupts the class with outbursts, disrupts with speaking out, attitude to teacher	Student becomes disruptive and stops the learning process for all students	Student is always disruptive and behavior is not acceptable and teach must stop the learning process to deal with behavior.
			Total	

Rubric two – Projects

Points	20	15	10	5
Elements of Designs	The project shows that the student applied the principles discussed in class in a unique manner . The student's project demonstrates a unique level of originality .	The project shows that the student applied the principles discussed in class adequately . The student's project demonstrates originality .	The student did the project in a satisfactory manner , but lack of planning was evident. The student's project lacked sincere originality .	The student did the minimum or the project was never complete . The project showed little or no evidence of original thought.
Creativity	The student gave an effort far beyond the requirements of the project	The student completed the project in an above average manner , yet more could have done.	The student finished the project, but it lacks final changes or can be improved upon with little effort.	The student did not finish the work in a satisfactory manner.
Skill	The project is outstanding and was finished with a great deal of patience . The student displayed a positive response all of the time during the development of the project.	The student showed above average craftsmanship and understanding. The student displayed a positive response most of the time during the development of the project.	The student showed average craftsmanship and understanding. The student displayed a negative response at times during the development of the project.	The student showed poor craftsmanship or lack of understanding. The student displayed a negative response throughout the development of the project.
Responsiveness				
			Total	

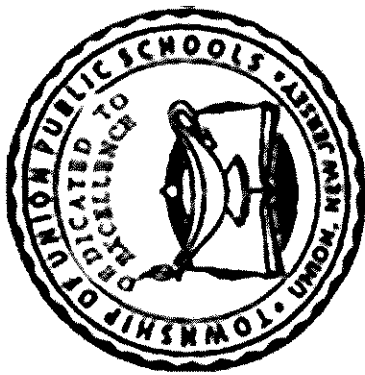


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Allied Health II

Curriculum Guide Approved June 2016



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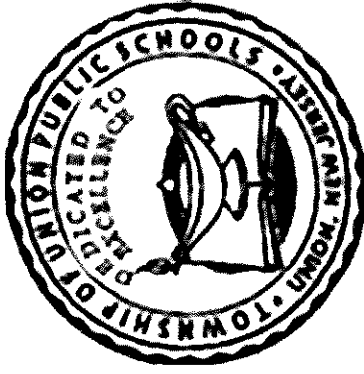
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Allied Health II

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Course Description

Allied Health 2 is a combination of Medical Terminology and Dynamics of Health in Society. The students will also be introduced to basic Nursing Skills since this course is geared toward Nursing as a Profession.

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science.

Dynamics will enhance the student's knowledge of health care systems, how to communicate effectively with other health care professionals. The course will show how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

The students are also enrolled in the Rutgers School of Health Related

Professions for six college credits, three for each course.

Recommended Textbooks
Medical Terminology for the Health Professional
Ann Ehrlich
Dynamics of Health Care in Society
Roxann DeLaet

Course Proficiencies

Students will be able to build medical terms

Students will understand the necessity for a medical vocabulary

Students will understand basic Anatomy and Physiology

Students will understand how to categorize terms as anatomical, diagnostic, surgical, radiological or therapeutic.

Students will understand different blood test, MRI, CAT scan, PET scan and how each test is different.

Students will understand what a Stem Cell transplant is and how it works.

Students will understand how to become a Registered Nurse, the different paths available today.

Curriculum Units

Unit 1: Dynamics of Health Care _____ Unit 2: Introduction to LTCF-/Rehab Center _____

Unit 3: Patient Care/HIPPA _____ Unit 4: Medical Terminology _____

Unit 5: Body Organization _____ Unit 6: Body Systems /Diseases _____

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	<u>15</u>
<u>Unit 2:</u>	<u>10</u>
<u>Unit 3:</u>	<u>20</u>
<u>Unit 4:</u>	<u>25</u>
<u>Unit 5:</u>	<u>10</u>
<u>Unit 6:</u>	<u>100</u>

Unit 1: Dynamics of Health Care

Essential Questions What is Health Care Today?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>We will discuss what we think health care is today, concentrating on leading trends in both health issues today and nursing today. We will concentrate on interdisciplinary perspectives focusing on critical thinking skills, ethical reasoning, effective communication and self-directed learning abilities. We will discuss the functions of HIPPA and the national health care system presently in place. Students will revisit Universal precautions and how HIPPA and confidentiality overlap.</p>	<p>Students will develop critical thinking and problem solving strategies. Students will communicate effectively with all types of patients; cultural diversity will be a major part of our patient experience. Students will become aware of what information can be disseminated to the patient or their family from the professional, not from the student. Student must practice and respect HIPPA at all times. Students will understand how insurance from the government is determined according to their finances. We will discuss if this is working or not.</p>	<p>Students will research the current trends in nursing; focusing on today at the Hospital and L.TCF. Student will practice critical thinking skills with each chapter challenge. This allows the student to research diseases, treatments and what is the latest available. The student will become familiar with what they must do to enter into a nursing program.</p>	<p>Students will research and present their findings to the class in the form of a paper and a poster. Students will choose their groups. The number of students in a group will be determined by the project they are working on. Students will be tested on terms and communication skills.</p>

Unit 2: Introduction to LTCF and REHAB

Essential Questions	Instructional Objectives/ Skills and Benchmarks(CPI/s)	Activities	Assessments
<p>What is LTCF and REHAB</p> <p>Students will shadow Nurses and Certified Nursing Assistants at the LTCF(long term care facility). The students will be introduced to Nursing Care in the classroom by the teacher and at the facility by the professionals. Students will follow the rules and regulations of the facility beginning their professional careers. The students will comply with HIPPA and always practice universal precautions. Students will present themselves as professionals in training, wearing scrubs and foot ware that is appropriate for the facility. Students will participate in care under the direction of the teacher and the health professional they are shadowing.</p>	<p>Students will understand the hierarchy of the health care system. The LTCF and the Acute Care Hospital must have an Administrator at the top then other departments are under their respective departments. Students will be introduced to the Director of Nursing who is in charge of the Facility. Students will have an introduction to facility and the staff. Students will follow the rules, no hair down, no long nails, neat and clean scrubs and no large earrings.</p>	<p>Students will research the difference between the LTCF, Rehab center, an Assistant Living Center, and a Hospital. What the difference in care is, what level of care is available in each facility. The student will also research the cost of each. The students will work in pairs at the facility.</p>	<p>Students will be tested on the terms we discussed. Students will be graded on their projects. Students will be graded on their performance at the nursing home. Students must keep a diary of each day for a grade.</p>

Unit 3: INTRODUCTION TO PATIENT CARE

Essential Questions What is patient care?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Students will learn the basic nursing skill; how to set up and give a bath, how to position a resident, how to feed a resident and how to transport a resident in a wheelchair. Students will also experience how to use a Hoyer lift with a professional. Students will know the difference between a Resident and a Patient. Students will watch videos in the class to help them. Students will be tested at the end of the year using the standard skills set by New Jersey board of Nursing for Certified Nursing Assistants.</p>	<p>Students will be able to set for a partial bath and a complete bath. Students will be able to transport residents correctly with under the direction of a professional. Students will be able to take a simple history and understand the importance of correctly spelling the terms. Students will be able to put on gloves correctly and remove them correctly. Students will practice universal precautions at all times. Students will practice HIPPA at all times. Students will act in a professional manner at all times.</p>	<p>Students will practice in the classroom under the direction of the teacher. Students will watch the videos on all aspects of patient care. Students will be work in pairs and one will critique each other's work. Students will research the skills necessary to become a Certified Nursing Assistant. Students will research the difference between a nursing assistant in a Long Term Care Facility and a Patient Care Tech in a hospital setting.</p>	<p>Students will demonstrate the skills for the teacher for a grade. Students will be tested on terms of the chapter. Students will be given a grade for their performance at the facility.</p>

Unit 4: INTRODUCTION TO MEDICAL TERMINOLOGY

Essential Questions What constitutes a Medical Term?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>This is the study of words that pertain to the body systems, medical processes and procedures. This will enable the student to understand human anatomy and physiology, functions of health and disease. The language of medicine will be necessary for any Health Profession the student chooses.</p>	<p>Students will understand the necessity of a medical vocabulary. Students will build medical terms from component parts. Students will be able to explain the meaning of work parts associated with each unit. Students will be able to accurately spell terms. Students will learn how to correctly pronounce medical terms. Students will be able to converse with other health professionals on their level.</p>	<p>Students will read the chapter and watch the video that is associated with each chapter. The video explains the terms and teaches the students the correct pronunciation of each term in that chapter. The students will make flash cards for help. The students will answer the 100 questions at the end of each chapter. The students will research the critical challenge at the end of each chapter. This course is a college level course; they take the test in May for three college credits from Rutgers.</p>	<p>Students will be tested at the end of each chapter. The tests are generated by the textbook; it is a random 100 questions of all types. Student will research the beginning of medical terminology as a language of the Health Profession.</p>

Unit 5: BODY STRUCTURE

Essential Questions How is the body organized?	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>The Human Body is divided into anatomical parts for better diagnosis and delivery of patient care. The division is universal. All professions use this for explanation of diseases and direction during examinations and surgical procedures. The student will be proficient in describing pain location in the anatomical sense. They will understand how to describe different locations of body organs using these terms. This is a skill necessary for any health profession.</p>	<p>Students will be able to label a diagram of the body using anatomical terms. Students will be able to describe each body cavity. Students will be able to explain what organs are located in that cavity.</p>	<p>Students will draw a human body and label the anatomical positions, the body cavities and the contents of each. Students will make flashcards to help them understand the positions.</p>	<p>Students will be tested on a diagram using the correct terms and cavities.</p>

Unit 6: BODY SYSTEMS AND DISEASE

Essential Questions What does each system do? How do they work together	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>The Human Body is made up of eleven systems. Each system is unique. Each system has terms and diseases associated with that system. Each system is dependent on each other for the body to maintain homeostasis. The students will explore what happens when one of the systems malfunctions what happens to the other systems. The students will examine the consequences to the body. The students will examine case studies with critical thinking skills being a major part of their answers.</p> <p>The students will explore new treatments for old diseases that are still being found in today's society.</p> <p>Students will research the use of diseases that have been cured for many years but now are being used to treat other deadly diseases.</p>	<p>The students will label a diagram of each system. The students will be able to explain the parts of each system. The students will be able to explain the terms of each system. The students will be able to correctly spell and pronounce each term of the system. Students will be able to explain the most common diseases of each system. Students will be able to explain the latest treatment available for the most common diseases. Students will explore different types of cancer and new treatments. We will study the most common types of cancer.</p>	<p>The students will watch the videos on each chapter. The students will make flash cards to help them study. The students will do research and work in groups. The students will choose their group; each student must participate and put their name on what they did on the project.</p>	<p>Students will be tested on the chapter; 100 questions. Each student will be graded on their research projects, individual research and group research.</p>

New Jersey Core Curriculum Content Standards
Academic Area

READING 3.1
SCIENCE 5.2-5.6
COMMUNICATIONS 7.1- 7.2
TECHNOLOGY 8,1 -8.2
21 CENTURY LIFE AND CAREER SKILLS 9.1,9.2,9.3

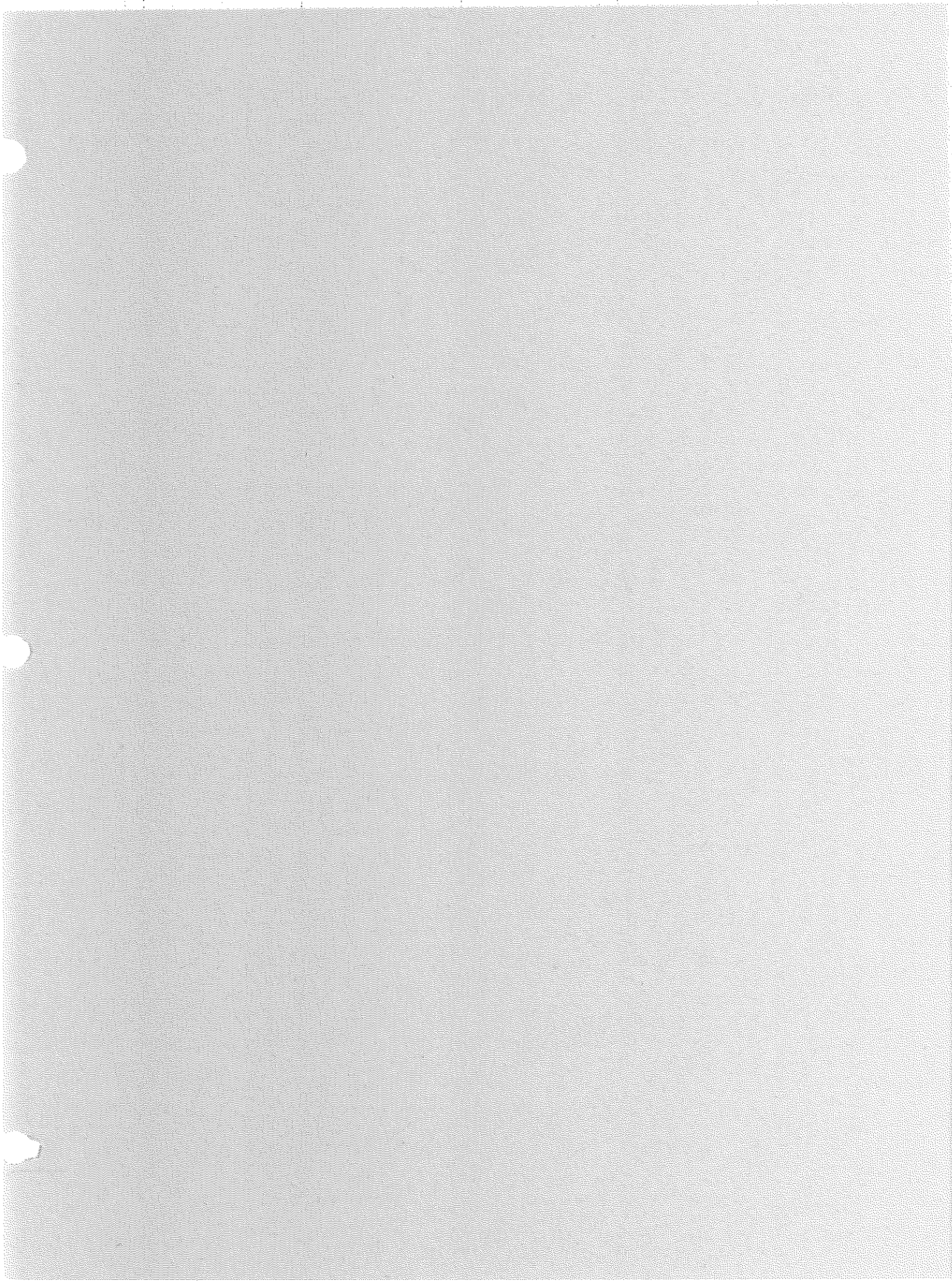
New Jersey Scoring Rubric

Rubric 1 – Class Participation

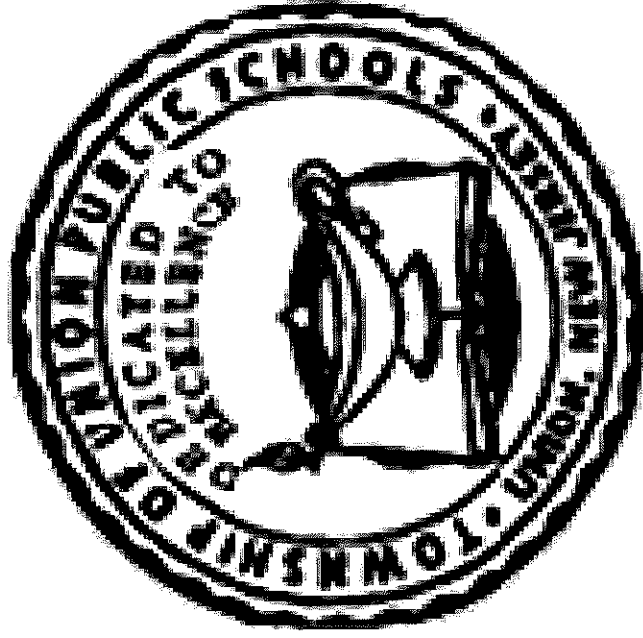
	20	15	10	5
Points				
Attendance/ Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends class.	Student is late to class more than once a week and/or has poor attendance to classes.
Level of Engagement in Class	Student proactively contributes to class by working diligently on assignments.	Student proactively contributes to class by working semi-diligently on assignments.	Student rarely contributes to class by working on assignments.	Student never contributes to class by working on assignments.
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Students rarely listens when others talk both in groups and class.	Student never listens when others are talking in groups and class.
Behavior	Student always behaves in class, no outbursts, no disruptions	Student at times disrupts the class with outbursts, disrupts with speaking out, attitude to teacher	Student becomes disruptive and stops the learning process for all students	Student is always disruptive and behavior is not acceptable and teach must stop the learning process to deal with behavior.
	Total			

Points	20	15	10	5
Elements of Designs	The project shows that the student applied the principles discussed in class in a unique manner .	The project shows that the student applied the principles discussed in class adequately .	The student did the project in a satisfactory manner , but lack of planning was evident.	The student did the minimum or the project was never complete .
Creativity	The student's project demonstrates a unique level of originality .	The student's project demonstrates originality .	The student's project lacked sincere originality .	The project showed little or no evidence of original thought.
Effort	The student gave an effort far beyond the requirements of the project.	The student completed the project in an above average manner , yet more could have been done.	The student finished the project, but it lacks finishing touches or can be improved upon with little effort.	The student did not finish the work in a satisfactory manner.
Skill	The project is outstanding and was finished with a great deal of patience .	The student showed above average craftsmanship and understanding.	The student showed average craftsmanship and understanding.	The student showed poor craftsmanship or lack of understanding.
Responsiveness	The student displayed a positive response all of the time during the development of the project.	The student displayed a positive response most of the time during the development of the project.	The student displayed a negative response at times during the development of the project.	The student displayed a negative response throughout the development of the project.
Project Rubric			Total	

Project Rubric



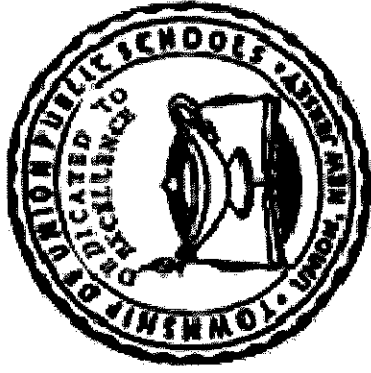
TOWNSHIP OF UNION PUBLIC SCHOOLS



HUMAN LIFE CYLCE (HLC)

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

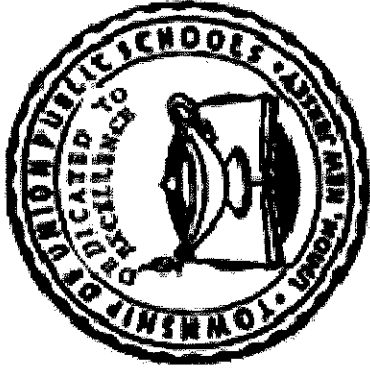
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Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

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SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

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Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

HUMAN LIFE CYCLE (HLC)

Curriculum Committee Members

This guide was revised by: Susan Eckman and Ndidi Uduh

Career Education Department

Yvonne Lorenzo, Supervisor

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop pride in work and feelings of self-worth, self-reliance, and self discipline.**
- **Acquire and use skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement, failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of historical and cultural heritages.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Human Life Cycle is a one period half year elective class which is open to grades 9-12. It is a comprehensive study of people over the course of the entire life span. Specific interrelated mother/child developmental patterns during the prenatal period will be studied. By exploring the theories and practices of growth and maturation in relation to physical, intellectual, social and emotional development throughout various stages of life, students will develop a better understanding of themselves'. Class members will improve their skills of personal understanding, effective communication, decision-making, and the building of strong relationships. Students will understand the dynamics of the evolving individual within the family unit.

Recommended Textbooks

Strengthening Family and Self. Leona Johnson, Goodheart-Wilcox Co. 2010

The Developing Child. Holly E. Brisbane. McGraw-Hill Glencoe Co. 2006

Course Proficiencies

Students will be able to...

- 1. Grasp the interrelationship of mother/child prenatal development and childbirth.**
- 2. Understand the many positive and negative factors influencing growth and development.**
- 3. Realize the importance of child health and safety in avoidance of neglect and abuse.**
- 4. Know and practice decision-making skills in relation to personal values and goals.**
- 5. Identify and practice communication skills.**
- 6. Appreciate dating skills in preparation for the long term commitment of marriage.**
- 7. Specify various roles and responsibilities in differentiated family structures.**
- 8. Explore how individuals and families deal with crisis situations and events.**

Curriculum Units

Unit 1: The mother/ child prenatal period.

Unit 2: Physical, intellectual, emotional & social (PIES) development and growth of the childhood years.

Unit 3: Positive personal development.

Unit 4: Responsible relationships and dating.

Unit 5: Types of family structures.

Unit 6: Managing family events and crisis situations.

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: The mother/child prenatal period</u>	<u>20</u>
<u>Unit 2: Physical, intellectual, emotional and social growth & development</u>	<u>20</u>
<u>Unit 3: Positive personal development</u>	<u>15</u>
<u>Unit 4: Responsible relationships and dating</u>	<u>15</u>
<u>Unit 5: Types of family structures</u>	<u>10</u>
<u>Unit 6: Managing family events and crisis situations</u>	<u>10</u>

Unit 1; Mother/Child prenatal period

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How does conception occur?	Describe what happens during conception.	Using textbook terminology create a factual story about conception. List what is seen from classroom models.	Class assignments. Quiz
What is pre-natal care?	Identify positive health and behavioral choices before and during pregnancy.	Analyze FDA nutritional information. Discuss factors which can cause birth defects.	Class assignments and participation.
What is the influence of heredity on development and birth defects?	Recognize the role of genes, chromosomes and blood types in development.	Introduce the Punnett square for various characteristics Explore the various blood types and the Rh factor.	Completion of Punnett Square and blood charts. Project on birth defects.
How does the baby develop?	Explore the stages of embryonic and fetal development.	Chart the major monthly developments. Discuss article on the Henzel twins-one body two heads.	Class assignments. Cooperative work. Participation.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What happens during childbirth?</p>	<p>Identify the stages of labor.</p> <p>Describe the purpose of newborn screening tests.</p> <p>Recognize the responsibilities and adjustments of parents to the newborn.</p>	<p>Chart the changes which take place during the three stages of labor</p> <p>Analyze the Apgar Scale and discuss its importance.</p> <p>Brainstorm and discuss the adjustments news parent's experience.</p>	<p>Completion of projects.</p> <p>Class participation</p> <p>Exit card</p> <p>Test</p>

Unit 2: Physical, intellectual, emotional and social growth and development of the childhood years

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is meant by nature vs nurture?	Recognize there is more to people than heredity.	Get a working definition of nature vs nurture.	Class participation. Cooperative work.
What is the difference of subjective and objective observation?	Develop analytical skills.	Determine the observation method of various scenarios.	Class assignments. Completion of work.
In what ways does an individual develop?	Determine developmental areas.	Groups will brainstorm for areas of growth and share with the class.	Cooperative work Use of classroom resources.
What are the newborns abilities, needs, wants and safety concerns?	Determine environmental influences in development.	Groups will brainstorm for environmental influences on development.	Cooperative work. Use of classroom resources
	Determine patterns of growth and development.	Practice handling, feeding, changing a newborn (doll).	Participation. Class assignments
	Determine the importance of the caregiver(s).	Identify choices and responsibilities of the caregiver and affects on the newborn.	Class assignments. Test

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the infants' abilities, needs, wants and safety concerns?</p> <p>What are the toddlers' abilities, needs, wants and safety concerns?</p> <p>What are the early childhood (ages 3-5) abilities, needs, wants and safety concerns?</p> <p>What are the elementary years (ages 5-12) abilities, needs, wants and safety concerns?</p>	<p>Determine patterns of growth and development.</p> <p>Determine the importance of the caregiver(s).</p> <p>Determine patterns of growth and development.</p> <p>Determine the importance of the caregiver(s).</p> <p>Determine patterns of growth and development.</p> <p>Determine the patterns of growth and development.</p>	<p>Video "Infant Development"</p> <p>Chart the changes in responsibilities.</p> <p>Explain the importance of play.</p> <p>Investigate methods for providing guidance.</p> <p>Identify the changes which take place during this time.</p> <p>Brainstorm for the unique challenges of this age group and responsibilities of the caregiver(s)</p> <p>Project reconstruct developmental charts</p>	<p>Completion of corresponding study guide.</p> <p>Completion of chart.</p> <p>Cooperative analysis of the benefits of play for (P.I.E.S.) development.</p> <p>Summarize six ways parents can provide guidance.</p> <p>Exit card.</p> <p>Cooperative work.</p> <p>Assignments.</p> <p>Test.</p> <p>Project to determine sequence of development.</p>

Unit 3: Positive Personal Development

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the environmental factors which influence your total development?</p>	<p>Recognize factors which have and will influence human nature.</p>	<p>List six environmental factors which might change a person include how and why.</p>	<p>Open ended</p>
<p>How is your personality influenced by the way you and other's view yourself? Can this be altered?</p>	<p>Investigate techniques to build positive self-concept.</p>	<p>Discuss the affects of birth order on personality.</p> <p>Brainstorm various roles, responsibilities and stereotypes of teenagers</p>	<p>Group discussion.</p> <p>Group skits on teen personalities</p>
<p>What are and why do we use defense mechanisms?</p>	<p>Determine why people use defense mechanisms</p>	<p>Paper will be pinned onto the back of each student. Others will write how they perceive that person.</p> <p>Summarize your attitude towards the results. Include ways you can become a better person.</p> <p>Brainstorm reasons for the use of defense mechanisms.</p>	<p>Participation.</p> <p>Participation</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can one positively deal with stress, anger, anxiety and depression.</p>	<p>Determine ways negative feelings can be temporarily covered up.</p> <p>Define stress, anger and depression.</p> <p>Identify positive ways of dealing with negative emotions.</p>	<p>List defense mechanisms and give an example of how they might be used. Find a positive way to handle the situation.</p> <p>Create a chart of situations which may cause stress, anger or depression for teenagers. Brainstorm for coping strategies.</p>	<p>Create a classroom poster.</p> <p>Test.</p> <p>Create a fictitious complaint and attempt to resolve the issue.</p>
<p>How do values and goals affect decision making?</p>	<p>Identify factors that influence decision making.</p> <p>Describe how values and goal develop and influence decisions.</p>	<p>Brainstorm ways people usually make decisions.</p> <p>Breakdown the steps to the decision making process.</p>	<p>Practice decision making skills in "made-up" teenage scenarios.</p> <p>Quiz on the steps of the decision making process.</p>
<p>How does an individual make successful decisions?</p>	<p>Distinguish between short-term and long-term goals.</p> <p>Develop plans for reaching goals.</p>	<p>Compare short-term and long-term goals.</p>	<p>Test</p>

Unit 4: Responsible Relationships and Dating

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some factors that affect communication?</p>	<p>Describe the communication process.</p> <p>Describe communication roadblocks and how to avoid them</p>	<p>Identify the parts of positive communication.</p> <p>Brainstorms for common reasons which breakdown communication.</p>	<p>Communication diagram.</p> <p>Skits depicting positive and negative communication.</p>
<p>Is communication always verbal?</p>	<p>Discuss various forms of nonverbal communication.</p>	<p>Analyze various pictures and decide what emotion the person is conveying.</p>	<p>Participation.</p>
<p>Why are friendships important?</p>	<p>Identify the different levels of friendship.</p> <p>Explain how friendships can help a person grow.</p>	<p>Brainstorm and discuss characteristics of friends and how they can enrich a person's life.</p>	<p>Create a collage displaying friends and activities they like to do together.</p>
<p>When is a friendship toxic?</p>	<p>Recognize the positive and negative affects of peer pressure.</p> <p>Suggest ways to end unhealthy friendships.</p>	<p>Explore case studies on negative friendships and discuss.</p>	<p>Open-ended</p> <p>Quiz</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the purpose of dating?</p> <p>What is love and how do we express love?</p> <p>Why do couples decide to marry?</p>	<p>Explain the functions of dating.</p> <p>Identify the stages in the dating process.</p> <p>Distinguish between mature love and romantic feelings.</p> <p>Explain the concept of intimacy.</p> <p>Describe factors that affect partner selection.</p> <p>Explore positive and negative reasons to marry.</p>	<p>Create a dating survey, poll students and graph results.</p> <p>Compare the characteristics of love and infatuation.</p> <p>Discuss reasons for marriage and various roles of the married couple.</p>	<p>Completion of survey and results. Cooperative work</p> <p>Classroom discussion.</p> <p>Participation. Test</p>

Unit 5: Types of Family Structures

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the various types of family structures?</p> <p>What are the functions of family members?</p> <p>How and why has the family structure changed over time?</p>	<p>Identify the six common family structures.</p> <p>Evaluate the dynamics of the family members and their overall goal(s).</p> <p>Explore the structure and function of families of past generations.</p>	<p>Brainstorm for the types of family structures.</p> <p>Create a list of responsibilities for various family members.</p> <p>Ask parents and grandparents about their family structure and corresponding responsibilities</p> <p>Hypothesize what the family structure will consist of one-hundred years from now.</p>	<p>Cooperative work Assignments.</p> <p>Diagram how function and responsibility may change according to the type of family structure.</p> <p>Information from home.</p> <p>Open-ended</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is single living?</p> <p>What are the five stages of the family life cycle?</p>	<p>Determine various reasons for living alone.</p> <p>Learn the changes and challenges which occur throughout different stages in the family life cycle.</p>	<p>Brainstorm for reasons and time periods when one might select to live alone.</p> <p>Construct a graphic organizer of the life cycle including role adjustments and one unique reward for each stage.</p>	<p>Participation.</p> <p>Completion of project.</p> <p>Test.</p>

Unit 6: Managing Family Events and Crisis Situations

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some family crisis situations?</p> <p>What is the difference between internal and external sources of family stress?</p>	<p>Identify characteristics of life events that could lead to a family crisis.</p> <p>Identify the source of stress on the family unit.</p>	<p>Brainstorm for stressful family events. List in order of most to least stressful.</p> <p>Add information to the previous list.</p>	<p>Cooperative work</p> <p>Participation.</p>
<p>How can families manage stress?</p> <p>How do we identify and correct violent and abusive situations within the home environment?</p>	<p>Describe positive actions family members may take to reduce stress.</p> <p>Learn that violence is not always physical.</p>	<p>Add information to the previous list.</p> <p>Read short scenarios and describe the type of violence and how to correct the situation.</p>	<p>Participation Quiz</p> <p>Completion of work.</p>
<p>Where can family members go for outside help?</p>	<p>Identify family, community and governmental services.</p>	<p>Make a collage of services available to the family.</p>	<p>Cooperative work.</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
How can family members build strong relationships?	Determine personal skills for healthy relationships.	Construct skits depicting positive and negative relationship skills.	Participation. Test

New Jersey Core Curriculum Content Standards
Academic Area

ContentArea	21st-Century Life and Careers		
Standard	9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <u>Career Clusters Table</u> .)		
Strand	J. Human Services Career Cluster		
Pathway	(1) Early Childhood Development & Services		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
12	Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.J.(1).1	Describe and use grammatically correct English to enhance learning, direct behavior, and strengthen classroom management.
		9.4.12.J.(1).2	Demonstrate knowledge of principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide appropriate and comprehensive program offerings.

	<p>Communication Skills: All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.</p>			
9.4.12.J.(1).3			<p>Demonstrate listening and communication skills, including listening respectfully and attentively to the child to facilitate ongoing development.</p>	
9.4.12.J.(1).4			<p>Demonstrate listening and communication skills, including listening respectfully and attentively to parents/guardians to facilitate the child's ongoing development.</p>	
9.4.12.J.(1).5			<p>Demonstrate listening and communication skills, including listening respectfully and attentively to staff members to facilitate child development activities.</p>	
9.4.12.J.(1).6				<p>Write plainly, synthesizing and summarizing information to assure it is easily understood by parents/guardians and staff members.</p>

<p>Problem-Solving and Critical Thinking: Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.</p>	9.4.12.J.(1).7	Analyze situations and apply problem-solving and critical thinking skills to provide solutions.
<p>Information Technology Applications: Technology is used to access, manage, integrate, and disseminate information.</p>	9.4.12.J.(1).8	Select and use appropriate technology to enhance and organize childcare and education programs.
<p>Safety, Health, and Environment: Implementation of health, safety, and environmental management systems and organizational policies and procedures impacts organizational performance, regulatory compliance, and continuous improvement.</p>	9.4.12.J.(1).9	Research knowledge of safety and sanitation procedures associated with environments in this pathway to assure compliance and readiness for potential hazards.
<p>Leadership and Teamwork: Effective leadership and</p>	9.4.12.J.(1).10	Describe an inviting and encouraging atmosphere to encourage parent/guardian

<p>teamwork strategies foster collaboration and cooperation between business units, business partners, and business associates toward the accomplishment of organizational goals.</p>		<p>and family participation.</p>
<p>Ethics and Legal Responsibilities: Legal responsibilities, professional ethics, and codes of conduct affect management practices, business performance, and regulatory compliance, as well as the confidence of customers, business partners, and investors.</p>	<p>9.4.12.J.(1).11</p>	<p>Create and plan parent-teacher conferences, open houses, and other family forums to enhance family and community involvement.</p>
	<p>9.4.12.J.(1).12</p>	<p>Describe ethical and legal responsibilities, laws, and regulations to protect children and families.</p>
<p>Employability and Career Development: Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.</p>	<p>9.4.12.J.(1).13</p>	<p>Research necessary education and state-specific requirements to practice in this pathway.</p>

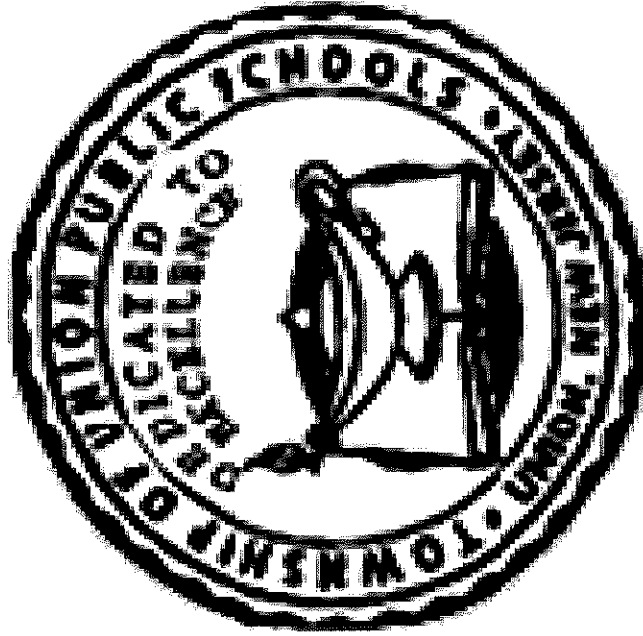
	9.4.12.J.(1).14	<p>Technical Skills: Technical knowledge and skills play a role in all careers within the cluster and pathway.</p>	<p>Incorporate play and other activities in program plans to develop children's skills.</p>
	9.4.12.J.(1).15		<p>Evaluate curriculum for multicultural awareness activities to ensure a culturally rich and inviting learning environment.</p>
	9.4.12.J.(1).16		<p>Evaluate curriculum for inclusiveness of special needs children.</p>

New Jersey Scoring Rubric

	4	3	2	1
Problem-Solving	Actively looks for and suggests solutions to problems	Refines solutions Suggested by others	Does not suggest or Refine solutions, but is willing to try out solutions suggested by others	Does not try to solve Problems or help other Solve problems. Prefers To let others work for them.
Focus on task	Consistently stays focuses on the task and what needs to be done. Very self-directed	Most of the time will focus on the task and what needs to be done .	Some of the time will focus on the task and what needs to be done	Rarely focuses on the task and what needs to be done
Preparedness	Brings needed materials to class and is always ready to work	Almost always brings needed materials to class and is ready to work	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed material or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort On the part of this student.
Time Management	Routinely uses time well throughout the Project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but Always gets things done by the deadline.	Rarely gets things done by the deadline.



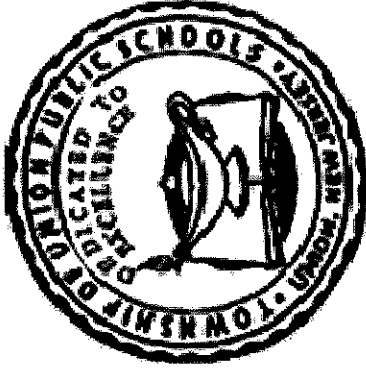
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Intro to TV Production

Curriculum Guide

Curriculum Guide Approved June 2016



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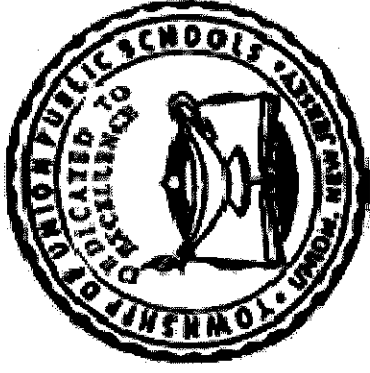
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Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Intro to TV Production

**Eve Brue
Karen Gainey**

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Mission Statement

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- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
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- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
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- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The Intro to TV Production curriculum is designed to develop skills in television production. The course is a semester course, which emphasizes basic TV studio physical layout, job positions, historical overview of TV development, operation of the camera, switcher, graphics, audio equipment, teleprompter and scriptwriting Utilizing mini production projects to integrate all learned skilled together.

Projects may include creating a news type program, interviews, music video and similar projects within the framework of the classroom setting. Students will be encouraged to accompany staff on after school event taping in order to observe a live shoot.

Recommended Textbooks

Zettl, Herbert. Television Production Handbook: 10th edition, Belmont, CA Wadsworth Publishing Company, 2009.

Course Proficiencies

Students will be able to...

- ✓ Understand studio production positions and their responsibilities.
- ✓ Demonstrate basic studio operations.
- ✓ Understand and demonstrate the operation of all TV studio equipment.
- ✓ Develop ability to translate a script and/or storyboard into an effective video project utilizing all three phases of production
- ✓ Demonstrate appropriate on-air talent camera presence and skills.
- ✓ Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software
- ✓ Identify and understand career options in the field of Television Production.
- ✓ Identify major inventors and events in the field of broadcast TV, film and the internet.

Curriculum Units

Unit 1:	History of Motion Pictures, TV and Radio	Unit 2:	Equipment Safety
Unit 3:	Picture Composition	Unit 4:	Scripts and Storyboards
Unit 5:	Studio Equipment	Unit 6:	Studio Operation
Unit 7:	TV Production Careers		

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> History of Motion Pictures, TV and Radio	approx. 8 days
<u>Unit 2:</u> Equipment Safety	approx. 6 days
<u>Unit 3:</u> Picture Composition	approx. 8 days
<u>Unit 4:</u> Scripts and Storyboards	approx. 10 days
<u>Unit 5:</u> Studio Equipment	approx. 25 days
<u>Unit 6:</u> Studio Operation	approx. 28 days
<u>Unit 7:</u> TV Production Careers	approx. 5 days

Unit 1: History of Motion Pictures, TV and Radio

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain how TV evolved out of radio industry?</p> <p>Identify key events in the history of filmmaking?</p> <p>Identify inventors/inventions that made a significant development in the film/TV/radio and communications field.</p> <p>Explain the purpose and function of the Federal Communications Commission.</p>	<p>Demonstrate an understanding of how one event led to another.</p> <p>Identify key events/turning points in motion picture/TV history.</p> <p>Identify key inventors and inventions in the field of film/TV/radio and communications.</p> <p>Analyze current trends and make predictions about the future of motion picture content.</p> <p>Demonstrate an understanding of the FCC. purpose and laws.</p> <p>9.3.12.AR-AV.1</p>	<p>View history TV and film clips.</p> <p>Lecture and discussion of key events and their impact.</p> <p>Do Now reviews of historical events and influential figures.</p> <p>Research and create mini biography of key figure.</p> <p>Research current media trends and make a prediction about the future of TV and media.</p> <p>Research the purpose and laws of the FCC.</p>	<p>Written Quiz/Test</p> <p>Written research project</p> <p>Do Now</p> <p>Class Participation</p>

Unit 2: Equipment Safety

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the safe use and practice of each specific piece of equipment in the classroom?</p>	<p>Identify safety hazards</p> <p>Review how to prevent accidents</p> <p>Demonstrate safe operational procedures of all equipment</p> <p>Demonstrate proper storage of all equipment</p> <p>Demonstrate appropriate behavior around the equipment in class and out on location.</p> <p>9.3.12.AR.2</p>	<p>Demonstrate proper safety precautions and procedures with the corresponding equipment</p> <p>Do Now reviews of safety rules and concepts</p> <p>Demonstration of safe, appropriate practice throughout semester</p>	<p>Written Safety Test</p> <p>Project grade</p> <p>Do Now</p> <p>Class Participation</p>

Unit 3: Picture Composition

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the most effective way to frame a shot?</p> <p>What is correct picture composition and why is it important?</p>	<p>Demonstrate and identify the basic camera shots – establishing shot, long shot, medium shot, close-up, extreme close up and over the shoulder.</p> <p>Identify and demonstrate understanding of lead room, head room and nose room.</p> <p>Identify the effects of field of view, depth of field and closure.</p> <p>Identify and utilize rule of thirds.</p> <p>Demonstrate knowledge of the appropriate shot selection for projects. 9.3.12.AR-AV.2 9.3.12.AR-AV.3</p>	<p>Demonstration of camera shots and techniques.</p> <p>Create a shot reel.</p> <p>Two to three projects that will be based on picture Composition.</p>	<p>Practical Test</p> <p>Written quiz/test</p> <p>Two to three project grades.</p> <p>Do Now</p> <p>Class Participation</p>

Unit 4: Scripts and Storyboards

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you write a script and/or storyboard?</p> <p>What is the use of a script/storyboard?</p> <p>How do the script and/or storyboard impact your entire production?</p>	<p>Discuss importance of storyboard and/or script.</p> <p>Identify components and discuss relevance to the overall production.</p> <p>Identify different formats and use for them.</p> <p>Identify the symbols used to markup a script/storyboard.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3</p>	<p>Storyboard key shots from a movie.</p> <p>Storyboard a simple sequence to be filmed in classroom.</p> <p>Do Now review of key terms</p>	<p>Written Quiz/Test</p> <p>Two or three projects.</p> <p>Do Now</p> <p>Class participation</p>

Unit 5: Studio Equipment

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you properly setup and operate the intercom?</p> <p>How do you operate the graphics computer? What is an appropriate graphic creation?</p> <p>What is an appropriate aspect ratio ID or Lower 3rd?</p> <p>How do you operate the switcher?</p> <p>What are the different types of microphones and what are their uses?</p> <p>Define the different pieces of studio equipment and their uses in TV production.</p>	<p>Identify the different pieces of studio equipment used in Television Production.</p> <p>Demonstrate the operation and functions of the studio equipment and their components and functions.</p> <p>Demonstrate the operational controls.</p> <p>Identify terminology associated with television production.</p> <p>Identify different video recording and storage</p> <p>Identify major parts of the camera.</p>	<p>Learn and demonstrate the proper set up and operations of the intercom.</p> <p>Learn and demonstrate appropriate graphics and create them using the proper aspect ratio. Identify the different types of graphics and their uses.</p> <p>Learn and demonstrate the operation of the switcher. Learn and identify terminology such as: fade, dissolve, cut, take, wipe.</p> <p>“Do Now” reviews of terminology and functions</p>	<p>Written test</p> <p>Practical Test</p> <p>Group project grade</p> <p>Class Participation</p> <p>Practical tests on equipment</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>How do you properly setup and operate a camera?</p> <p>How do you properly setup and operate audio?</p>	<p>Demonstrate the operation and functions of the camera and audio components.</p> <p>Demonstrate proper setup of camera and audio.</p> <p>9.4.12.C.(1).4 9.4.12.C.(2).7</p>	<p>Learn and identify the different types of microphones and their uses.</p> <p>In-class demonstration of camera & audio setup and breakdown</p>	

Unit 6: Studio Operation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the two areas of the production facility?</p> <p>What equipment is used in a studio production?</p> <p>Demonstrate the use of each piece of equipment used in a production.</p>	<p>Identify the difference between TV studio and control room.</p> <p>Demonstrate the operation and functions of each piece of equipment in the TV studio.</p> <p>Identify equipment in Control Room/TV Studio.</p> <p>Identify terminology associated equipment.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Discuss the differences and uses for the Control Room and TV studio.</p> <p>Demonstrate operation of each piece of equipment.</p> <p>Headline newscast project using the studio.</p> <p>Interview fellow student project.</p>	<p>Written Test</p> <p>Performance Test</p> <p>Three to Four Projects.</p> <p>Do Now</p> <p>Class Participation</p>

Unit 7: TV Production Careers

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What types of jobs are related to TV/film/radio and the communications field?</p> <p>What are the jobs of the technical and non-technical personnel involved in TV/film/radio and the communications field?</p> <p>What are some options to continue in this field after Graduation?</p>	<p>Identify the various careers in the three phases of production</p> <p>Understand the role and responsibilities of each position</p> <p>Research universities and technical schools.</p> <p>9.3.12.AR.5 9.3.12.AR-AV.3</p>	<p>In class discussion of careers and work days in the television production industry.</p> <p>Read and discuss articles from industry magazines pertaining to different aspects of careers in the television production industry.</p> <p>Mock production company project. Students will create a budget and research prices, jobs.</p> <p>Investigate current industry websites. (Nofilmschool.com, production hub., staffmeup, etc..)</p>	<p>Written Assignments.</p> <p>Career research project.</p> <p>Mock production company research project.</p> <p>Article summaries.</p> <p>Do Now Activities.</p> <p>Class Participation.</p>

New Jersey Core Curriculum Content Standards
Academic Area

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers

CONTENT AREA:	STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
	ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER*
Number	Standard Statement
	<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>
CAREER CLUSTER*:	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
PATHWAY:	A/V TECHNOLOGY & FILM (AR-AV)
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.

New Jersey Scoring Rubric
New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus 	<ul style="list-style-type: none"> • Generally has opening and/or closing • Single focus 	<ul style="list-style-type: none"> • Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Opening and closing • Single, distinct focus • Unified and coherent • Well-developed
.	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
.	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors

Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
NE = Not English	Student wrote in a language other than English.
WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

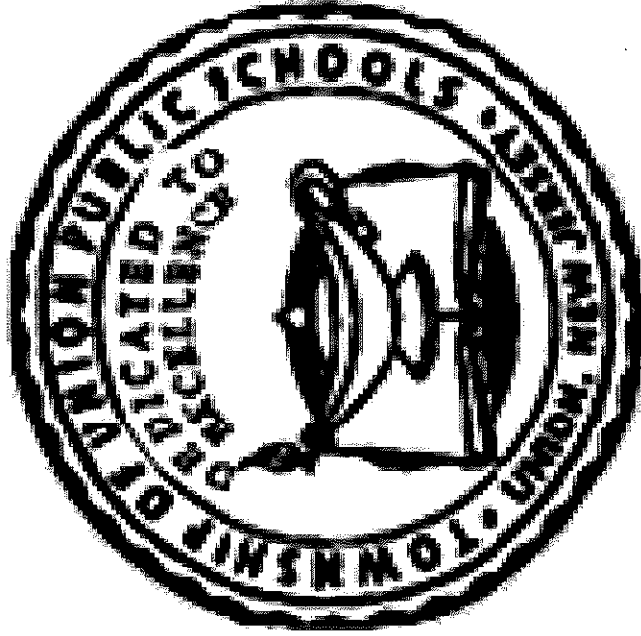
Grade Scale:

6 = A
5 = B
4 = C

3 = D
2 = F
1 = 0

9

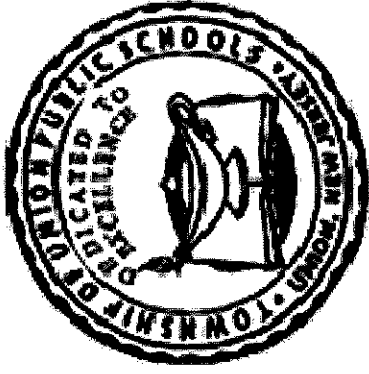
TOWNSHIP OF UNION PUBLIC SCHOOLS



TV Production II

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

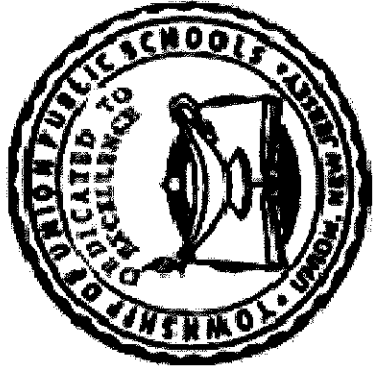
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
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- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The **TV Production II** curriculum is designed to refine skills learned in **Intro to TV Production** and develop additional advanced skills in television production. In this two semester classes, students will first review and refine developed skills from **Intro to TV Production**. The students will learn basic lighting techniques, performing as on screen talent, and directing different types of programming. In the second semester, the students will develop their own original programming; concentrate on postproduction and Electronic Field Production (EFP). Projects include production of news stories, music videos and various other in-school projects. Students are encouraged to participate in after school event taping for air on UNIONTV34. Students will also be able to develop their own ideas into shows to be aired on Union TV 34.

Recommended Textbooks

Zettl, Herbert. Television Production Handbook: 10th edition, Belmont, CA Wadsworth Publishing Company, 2009.

Course Proficiencies

Students will be able to...

- Demonstrate the basic photographic principle (triangle lighting) when lighting in a studio and ENG production.
- Demonstrate ability to operate camera, audio board, and switcher.
- Demonstrate technical proficiency with professional quality computer software used in non-linear, digital video editing.
- Demonstrate basic knowledge and ability of studio/single camera production.
- Develop an independent and responsible attitude towards completing production projects.
- Develop an ability to translate a script or an event into an effective television picture and sound.
- Identify the directing terminology that is essential for proper coordination of talent and crew.
- Understand the use of preproduction, production and postproduction time.
- Demonstrate the different camera shot uses.
- Participate in the production of after school activities.

Curriculum Units

Unit 1: Equipment Safety

Unit 2: Basic Skills review and refine

Unit 3: Production Essentials

Unit 4: Directing

Unit 5: Post Production_

Unit 6: Electronic Field Production

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Equipment Safety	approx. 7 days
<u>Unit 2:</u> Basic Skills review and refine	approx. 20 days
<u>Unit 3:</u> Production Essentials	approx. 30 days
<u>Unit 4:</u> Directing	approx. 40 days
<u>Unit 5:</u> Post Production	approx. 50 days
<u>Unit 6:</u> Electronic Field Production	approx. 25 days

Unit 1: Equipment Safety

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the safe use and practice of each specific piece of equipment in the classroom?</p>	<p>Identify safety hazards</p> <p>Review how to prevent accidents</p> <p>Demonstrate safe operational procedures of all equipment</p> <p>Demonstrate proper storage of all equipment</p> <p>Demonstrate appropriate behavior around the Equipment in class and out on location.</p> <p>9.3.12.AR.2</p>	<p>Demonstrate proper safety precautions and procedures with the corresponding equipment</p> <p>Do Now reviews of safety rules and concepts</p> <p>Demonstration of safe, appropriate practice throughout semester</p>	<p>Written Safety Test</p> <p>Project grade</p> <p>Do Now</p> <p>Class Participation</p>

Unit 2: Basic Skills review and refine

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you properly setup and operate a camera?</p>	<p>Demonstrate the operation and functions of the camera and intercom. Demonstrate camera shots.</p>	<p>In-class demonstration of camera & Intercom setup and breakdown.</p> <p>“Do Now” review of key terms and concepts</p>	<p>Written test</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grades</p>
<p>How do you properly setup and operate audio?</p>	<p>Demonstrate the operational controls of audio board and mic types.</p>	<p>Cooperative learning group work on the operation of equipment</p>	<p>Practical Test</p>
<p>How do you work the production switcher?</p>	<p>Demonstrate the operational controls of the switcher.</p> <p>9.3.12.AR-AV.1</p> <p>9.3.12.AR-AV.2</p> <p>9.4.12.AR-AV.3</p> <p>9.3.12.AR-AV.4</p>	<p>Cooperative learning group work on the operation of equipment</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you record your projects?</p>	<p>Demonstrate knowledge of video recording and storage systems.</p>	<p>In class discuss and demo of video recording in TV studio.</p>	<p>Exit card Practical test</p>
<p>How do you create a graphic for production?</p>	<p>Demonstrate knowledge of graphic create and appropriate safe area.</p>	<p>Cooperative learning group work on the operation of equipment</p>	<p>Group project grade Individual practical test</p>
<p>What are techniques needed for the TV performer?</p>	<p>Demonstrate on camera talent performance both visual and audio.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Cooperative learning group work on the operation of equipment</p>	<p>Group project grade Individual practical test</p>

Unit 3: Production Essentials

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is Preproduction?</p>	<p>Discuss the importance of excellent preproduction skills for projects.</p> <p>Identify specific important skills.</p>	<p>In class discuss of preproduction.</p> <p>Identify and list skills needed for specific important points. For example: location selection, proper script,</p>	<p>Group project Written Test</p>
<p>How do you write a script and/or storyboard?</p> <p>How do the script and/or storyboard impact your final product?</p>	<p>Discuss importance of storyboard and/or script in creation of a video project</p> <p>Identify components and discuss relevance to the overall production</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Create script and/or storyboard for a video package</p> <p>“Do Now” review of key terms and concepts</p>	<p>Project Rubric Activity grades</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What does it mean to shoot for editing?</p> <p>What is the basic lighting principle? What are different lighting techniques? What is a lighting plot?</p>	<p>Demonstrate different skills for shooting for editing.</p> <p>Discuss and identify skills needed for recognize appropriate continuity.</p> <p>Demonstrate triangle lighting, different lighting styles and drawing a lighting plot, using studio and ENG lighting kit.</p> <p>Demonstrate proper technique for hanging lights and ladder safety</p>	<p>Cooperative learning group work on continuity skills.</p> <p>Cooperative learning on triangle lighting principle. Demonstrate knowledge of different styles.</p> <p>Cooperative learning group in lighting a set. "Do Now" reviews of terminology and functions</p>	<p>Group Project grade</p> <p>Practical test Lighting plot drawing</p>

Unit 4: Directing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the role of director?</p>	<p>Discuss and Identify the Director's role with script, talent, production crew, and pre/post production.</p> <p>Identify director terminology.</p> <p>Demonstrate multi camera directing procedures.</p> <p>Discuss the need for rehearsals.</p> <p>Demonstrate director's roles during production</p> <p>9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Cooperative learning group in creating a project.</p> <p>Identifying appropriate camera shot choices.</p>	<p>Written Test</p> <p>Practical Test</p> <p>Group project</p>

Unit 5: Post Production

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What is non-linear editing?</p>	<p>Identify editing terminology.</p> <p>Understand the basic edit principle.</p> <p>Understand the meaning and purpose of time code.</p> <p>Demonstrate proper continuity in editing...</p> <p>Refine skills of the non-linear editing system.</p> <p>Understand the role of director in editing.</p> <p>Identify shoot for editing techniques.</p> <p>Demonstrate editing for continuity.</p> <p>9.4.12.AR-AV.3</p>	<p>Demonstration of Final Cut Pro X.</p> <p>At least three cooperative learning group production projects.</p> <p>Complete a hands-on edit exercise.</p> <p>“Do Now” review of key terms and concepts</p>	<p>Written Test</p> <p>Practical Test</p> <p>Group Project</p>

Unit 6: Electronic Field Production

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is EFP?</p> <p>How do you set up the portable field unit from Union TV34?</p> <p>What are the differences between the BOE set up and Union TV 34 set up?</p> <p>How does a Tricaster work?</p>	<p>Class discussion of big remote production; differences between studio and field production.</p> <p>Identify the differences between difference EFP units.</p> <p>Demonstration how the portable production unit from Township works.</p>	<p>In class demonstration of the operation of unit.</p> <p>At least two cooperative learning group production projects.</p>	<p>Written/Quiz Test</p> <p>Practical Test</p> <p>Group Project</p>

New Jersey Core Curriculum Content Standards
Academic Area

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers

CONTENT AREA:	STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
	ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER^o
Number	Standard Statement
	<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>
CAREER CLUSTER:	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
PATHWAY:	A/V TECHNOLOGY & FILM (AR-AV)
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.

New Jersey Scoring Rubric

**New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric**

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Attempts to focus • May drift or shift focus 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus 	<ul style="list-style-type: none"> • Generally has opening and/or closing • Single focus 	<ul style="list-style-type: none"> • Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed 	<ul style="list-style-type: none"> • Opening and closing • Single, distinct focus • Unified and coherent • Well-developed
	<ul style="list-style-type: none"> • No planning evident; disorganized 	<ul style="list-style-type: none"> • Attempts organization • Few, if any, transitions between ideas 	<ul style="list-style-type: none"> • Some lapses or flaws in organization • May lack some transitions between ideas 	<ul style="list-style-type: none"> • Ideas loosely connected • Transition evident 	<ul style="list-style-type: none"> • Logical progression of ideas • Moderately fluent • Attempts compositional risks 	<ul style="list-style-type: none"> • Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	<ul style="list-style-type: none"> • Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Uneven development of details 	<ul style="list-style-type: none"> • Details appropriate and varied 	<ul style="list-style-type: none"> • Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors

Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NR = No Response Student wrote too little to allow reliable judgment of his/her writing.

OT = Off Topic/ Off Task Student did not write on the assigned topic/task, or the student attempted to copy the prompt.

NE = Not English Student wrote in a language other than English.

WF = Wrong Format Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

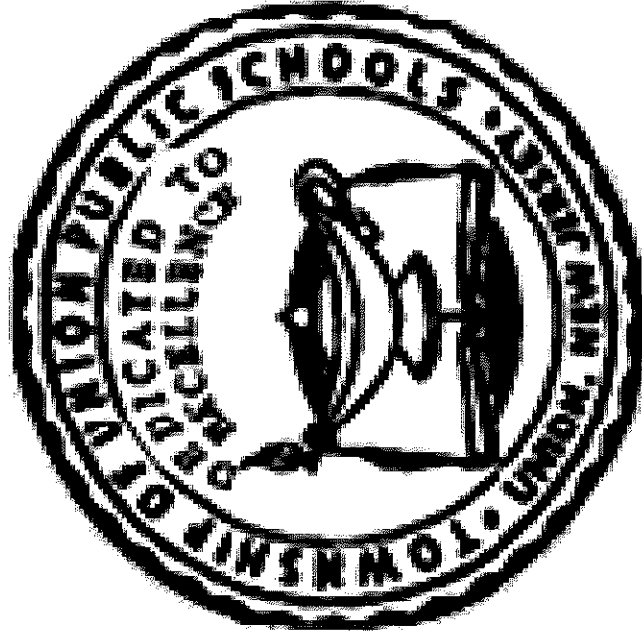
Grade Scale:

6 = A
5 = B
4 = C

3 = D
2 = F
1 = 0



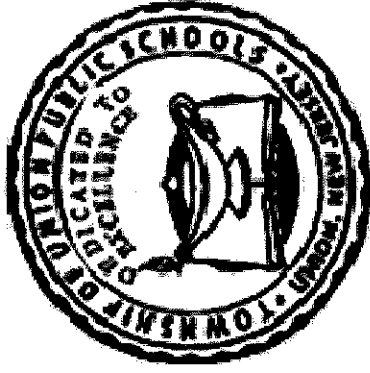
TOWNSHIP OF UNION PUBLIC SCHOOLS



TV Production III

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

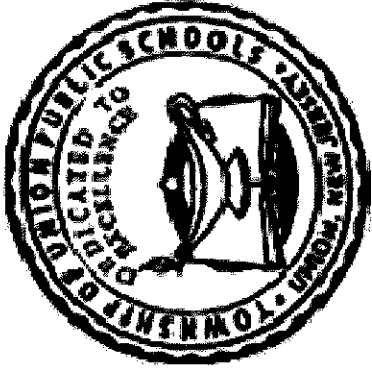
Guy Francis

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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

TV Production III

Eve Brue

Karen Gainey

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The **TV Production III** curriculum is designed to utilize skills developed from **Intro to TV Production** and **TV Production II** and refine and develop additional advanced skills in television production to create programming and news packages for Union TV 34 and develop the students' ideas into programming for the in-house channel or Union TV 34.

The course is broken down into two semesters. The students will learn directing talent, lighting and EFP/ENG productions, graphics, non-linear editing, recording devices, editing and creating a video segment/project. Some segments will be based on local and/or school-related events, music videos and original students' ideas.

Students will also participate in teacher scheduled productions both during and after school. Students will be able to develop their own ideas into shows to be aired on Union TV 34.

Recommended Textbooks

Zettl, Herbert. Television Production Handbook: 10th edition, Belmont, CA Wadsworth Publishing Company, 2009.

Course Proficiencies

Students will be able to...

- ✓ Demonstrate basic knowledge and ability of studio/single camera production.
- ✓ Demonstrate the basic photographic principle (triangle lighting) when lighting in a studio and ENG production.
- ✓ Develop an independent and responsible attitude towards completing production projects.
- ✓ Identify the directing terminology that is essential for proper coordination of talent and crew.
- ✓ Demonstrate technical proficiency with professional quality video equipment and computer software used in non-linear, digital video editing.
- ✓ Demonstrate proficiency with audio procedures to create video segments and final projects with balanced sound that falls within acceptable levels.
- ✓ Develop an ability to translate a script or an event into an effective television picture and sound.
- ✓ Understand the use of preproduction, production and postproduction time.
- ✓ Demonstrate how to operate the Union TV34 remote truck to produce programming.
- ✓ Participate in the production of after school activities.

Curriculum Units

Unit 1:	Equipment Safety	Unit 2:	Review of Skills
Unit 3:	Studio Operation/Graphics	Unit 4:	Lighting for Studio/EFP
Unit 5:	Non Linear Editing	Unit 6:	Directing Talent

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Equipment Safety</u>	approx. 5 days
<u>Unit 2: Review of Skills</u>	approx. 20 days
<u>Unit 3: Studio Operation /Graphics</u>	approx. 40 days
<u>Unit 4: Lighting for Studio/EFP</u>	approx. 30 days
<u>Unit 5: Non Linear Editing</u>	approx. 40 days
<u>Unit 6: Directing Talent</u>	approx. 30 days

Unit 1: Equipment Safety

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the safe use and practice of each specific piece of equipment in the classroom?</p>	<p>Identify safety hazards</p> <p>Review how to prevent accidents</p> <p>Demonstrate safe operational procedures of all equipment</p> <p>Demonstrate proper storage of all equipment</p> <p>Demonstrate appropriate behavior around the Equipment in class and out on location.</p> <p>9.3.12.AR.2</p>	<p>Demonstrate proper safety precautions and procedures with the corresponding equipment</p> <p>Do Now reviews of safety rules and concepts</p> <p>Demonstration of safe, appropriate practice throughout semester</p>	<p>Written Safety Test</p> <p>Project grade</p> <p>Demonstration of safe, appropriate practice throughout semester</p>

Unit 2: Review of Skills

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you properly setup and operate a camera?</p> <p>How do you properly setup and operate audio?</p> <p>What is the best way to capture specific moments/scenarios on camera?</p>	<p>Demonstrate the operation and functions of the camera and audio components.</p> <p>Demonstrate the operational controls.</p> <p>Identify terminology associated with television Production.</p> <p>Demonstrate proper setup of camera and audio.</p> <p>Identify the four basic camera shots</p> <p>Identify concepts of lead room, head room and rule of thirds</p>	<p>In-class demonstration of camera & audio setup and breakdown</p> <p>Cooperative learning group work on the operation of equipment</p> <p>Do Now reviews of terminology and functions</p> <p>In class video demonstration of camera shots and techniques</p> <p>Do Now review of key terms and concepts</p>	<p>Written test</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grades</p> <p>Practical Test</p> <p>Group project grade</p> <p>Project Rubric</p> <p>Activity grades</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you write a script and/or storyboard?</p> <p>How do the script and/or storyboard impact your final product?</p>	<p>Discuss importance of storyboard and/or script in creation of a video project</p> <p>Identify components and discuss relevance to the overall production</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Discuss importance of storyboard and/or script in creation of a video project</p> <p>Identify components and discuss relevance to the overall production</p>	<p>Project Rubric</p> <p>Activity grades</p>

Unit 3: Studio Operation /Graphics

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you properly prepare and record a studio production?</p> <p>How do you properly design a broadcast quality Television graphic?</p>	<p>Demonstrate the operation and functions of the switcher, audio board, intercom, studio cameras and character generator.</p> <p>Identify terminology associated with television Production in the TV studio.</p> <p>Demonstrate proper setup of studio equipment.</p> <p>Demonstrate the operation and functions of the character generator.</p> <p>Understand the difference between essential area and scanning area.</p>	<p>Demonstration of studio equipment.</p> <p>Cooperative learning group work on the studio operation.</p> <p>At least two group projects, utilizing the TV studio operation.</p> <p>Do Now reviews of terminology and functions</p> <p>Demonstration of character generator.</p> <p>Cooperative learning group work on the character generator.</p>	<p>Written test</p> <p>Practical Test</p> <p>Project Rubric</p> <p>Group project grade</p> <p>Activity grades</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>Identify proper aspect ratio for SD and HDTV. Identify the different styles of graphics used for TV.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Group project on different styles of graphics.</p>	

Unit 4: Lighting for Studio/EFP

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you light for a studio production and an ENG production?</p>	<p>Understand lighting terminology.</p> <p>Identify and use different lighting instruments.</p> <p>Identify types of lamps used in lighting instruments.</p> <p>Learn different light intensity control techniques.</p> <p>Demonstrate proper use of a light meter.</p> <p>Practice proper triangle or three-point lighting for television.</p> <p>Identify and use special lighting applications when necessary.</p>	<p><u>D</u>emonstration of lighting instruments.</p> <p>Group work on the different lamps and color temperature</p> <p>Cooperative learning group in lighting a set.</p> <p>Do Now reviews of terminology and functions</p>	<p>Written/Quiz test</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grades</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
	<p>Draw a lighting plot for production/projects.</p> <p>Practice proper and safe lighting techniques.</p> <p>Identify, demonstrate and use proper ENG/EFP lighting and studio lighting.</p> <p>Demonstrate proper technique for hanging lights and ladder safety.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>		

Unit 5: Non Linear Editing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is non-linear editing?</p> <p>How do you create an effective video using non-linear editing?</p>	<p>Identify editing terminology.</p> <p>Demonstrate knowledge of editing process.</p> <p>Demonstrate proper continuity in editing.</p> <p>Refine skills of the nonlinear editing system.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Demonstration of Final Cut Pro X using groups raw footage</p> <p>At least three cooperative learning group production projects.</p> <p>Complete a hands-on edit exercise.</p> <p>Do Now review of key terms and concepts</p>	<p>Written Test/Quiz</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grades</p>

Unit 6: Directing Talent

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you direct television talent?</p>	<p>Identify performance techniques.</p> <p>Demonstrate floor manager's cues.</p> <p>Understand the use for accurate timing.</p> <p>Demonstrate the knowledge of continuity.</p> <p>Demonstrate the proper use of a teleprompter.</p> <p>Identify some acting techniques.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Demonstration of floor manager cues.</p> <p>Cooperative group learning during projects on timing, continuity and acting.</p> <p>Demonstration of the teleprompter.</p>	<p>Written Test/Quiz</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grades</p>

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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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	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
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Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
NE = Not English	Student wrote in a language other than English.
WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Grade Scale:

- 6 = A
- 5 = B
- 4 = C

- 3 = D
- 2 = F
- 1 = 0