



**Bristol Public Schools**  
Office of Teaching & Learning

<b>Department</b>	Career and Technical Education (CTE)
<b>Department Philosophy</b>	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
<b>Course</b>	Advanced Digital Media Production (2022)
<b>Course Description for Program of Studies</b>	The advanced digital production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to post-production, students will participate in a variety of production roles including: script writer, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer. This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and post-production techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation. This class incorporates current technology used in Television Production Studios.
<b>Grade Level</b>	9-12
<b>Pre-requisites</b>	Digital Media Production (2022)
<b>Credit (if applicable)</b>	0.5

## **Table of Contents**

[Module 1/UNIT 1: Introduction to Television Productions](#)

[Module 2/UNIT 2: Live Video Switcher and Streaming Applications](#)

[Module 3/UNIT 3: Advanced Audio Operations](#)

[Module 4/UNIT 4: Advanced Camera Techniques](#)

[Module 5/UNIT 5:Advanced Lighting Operations](#)

## Module 1: Introduction to Television Productions

### UNWRAPPED STANDARDS

<a href="#">Advance CTE Standard</a>	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.04 Gather and analyze digital communication customer requirements to best meet consumer needs.	<p>ITPC01.04.01 Gather data to identify customer requirements.</p> <ul style="list-style-type: none"> <li>Determine client’s needs and expected outcomes.</li> </ul> <p>ITPC01.04.02 Collect requirements data from customers and competing websites.</p> <ul style="list-style-type: none"> <li>Determine the target audience</li> </ul>	<ul style="list-style-type: none"> <li>The Television Production industry requires planning.</li> <li>There are many career paths in the video industry.</li> <li>Every video needs to be carefully crafted to meet the needs of clients.</li> </ul>	<p>Audience Contract Purpose Client Scope Salary Corporate Advertisement Public Service Announcement Fiction Non-Fiction Documentary</p>
ESS01.01 Complete required training, education, and certification to prepare for employment in a particular career field.	ESS01.01.01 Identify training, education and certification requirements for occupational choice.	<ul style="list-style-type: none"> <li>The Television Production Industry is extremely competitive, and you have to be willing to work your way up the ladder.</li> </ul>	

## Module 1: Introduction to Television Productions

- What are career opportunities in the Television Production Industry?
- Why is it important to determine who the target audience will be for a television production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.04	<ul style="list-style-type: none"> <li>● I can determine the target audience for a product.</li> <li>● I can analyze television programming schedules to identify/predict targeted audiences.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="padding: 5px;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="padding: 5px;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="padding: 5px;">Performance (P)</td> </tr> <tr> <td></td> <td style="padding: 5px;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● Determine the target audiences for various Television productions.</li> <li>● Review Television programming schedules to evaluate target audiences</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Co-regulated class discussion on the purpose of various media and the target audiences.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	1-2 days		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Measure daily understandings via teacher observation of student activities and projects</li> </ul>								
ESS01.01	<ul style="list-style-type: none"> <li>● I can investigate the various careers in Television and Media Production.</li> <li>● I can research a career of interest related to television/media production.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="padding: 5px;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="padding: 5px;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="padding: 5px;">Performance (P)</td> </tr> <tr> <td></td> <td style="padding: 5px;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>● Create a research document for careers in Television Production</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>● Research potential job opportunities using online resources</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 days		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>● By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Measure student understanding based on presented research projects.</li> <li>● Reflection</li> <li>● Measure daily understandings via teacher observation of student activities and projects</li> </ul>								

## Module 2: Live Video Switcher and Streaming Applications

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.03 Design and employ the use of motion graphics to create a visual web/digital designs.	ITPC01.03.02 Create product visual design. <ul style="list-style-type: none"> <li>● Create graphical images and videos.</li> <li>● Apply knowledge of typography.</li> <li>● Alter digitized images using an image manipulation program.</li> <li>● Alter digitized video using a video manipulation program.</li> </ul>	<ul style="list-style-type: none"> <li>● Special effects alter the reality of the viewer.</li> <li>● Digital images and text can greatly enhance your video.</li> </ul>	Stream Live Host Encoder Bandwidth Upload Download Bitrate Scene Input Layer Stream Key Public / Private / Unlisted Channel Preview Program Transition Crop Strike
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	ITPC01.07.01 Select and use appropriate software tools. <ul style="list-style-type: none"> <li>● Select and use appropriate software tools.</li> <li>● Demonstrate knowledge of available graphics, video, motion graphics, web software programs.</li> <li>● Manipulate images, video, and motion graphics.</li> </ul>	<ul style="list-style-type: none"> <li>● Split second decisions requiring thorough knowledge of streaming software is required to create a visually appealing production.</li> </ul>	
ITC 05.03 Employ project management knowledge to oversee IT projects.	ITC05.03.02 Define scope of work to achieve individual and group goals. <ul style="list-style-type: none"> <li>● Identify size and specifics of the task.</li> <li>● Formulate task sequence.</li> <li>● Plan multiple tasks simultaneously.</li> <li>● Identify potential problems.</li> <li>● Develop contingency plans.</li> </ul>	<ul style="list-style-type: none"> <li>● Production staff working behind the scenes have to accomplish many small tasks quickly in order to run an event.</li> </ul>	

## Module 2: Live Video Switcher and Streaming Applications

- What is the sole purpose of the production crew?
- How can you use multiple factors to maximize production value of an event?
- In what ways do special effects contribute to a production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC01.03	<ul style="list-style-type: none"> <li>• I can select or create text necessary for production enhancement.</li> <li>• I can select, create, or modify photos, videos and audio for a production.</li> <li>• I can ensure the integrity of the production theme in my creative decisions.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td></td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Select and modify multiple types of media to prepare them for production.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Practice with photo / video editing processes to remove backgrounds, save various types of media, and move files from location to location.</i></li> </ul>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	2 days		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>In class activities requiring students to prepare various forms of media for production.</i></li> <li>• <i>Measure daily understandings via teacher observation of student activities and projects</i></li> </ul>								
ITPC 01.07	<ul style="list-style-type: none"> <li>• I can prepare and operate hardware / software combinations for a production recording.</li> <li>• I can prepare and operate hardware / software combinations for a production live stream.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td></td> <td>Constructed Response (CR)</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>		Selected Response (SR)		Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Configure a video switcher to run a recorded production.</i></li> <li>• <i>Configure a computer to run a live streamed production.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Setup and run multiple productions (live and recorded) where students change roles.</i></li> </ul>
	Selected Response (SR)											
	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	5-6 days		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Successful performance of productions</i></li> </ul>								

ITC 05.03	<ul style="list-style-type: none"> <li>• I can define my roles and responsibilities on the production crew.</li> <li>• I can explain the connections between the different roles and responsibilities for the members of my production crew.</li> <li>• I can accomplish my individual tasks in order to help the production crew accomplish the objective.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance (P)		Observation	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Plan the procedure for the setup and operation of a production.</i></li> <li>• <i>Prepare multiple live stream productions with rotating roles.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Creation of a list of steps or flowchart to document the actions required by individuals to accomplish collective objectives.</i></li> </ul>
	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
<b>Pacing:</b>	1-2 days		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• <i>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</i></li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>List of steps for each role for setup, operation, and strike of an event.</i></li> <li>• <i>Measure daily understandings via teacher observation of student activities and projects</i></li> </ul>								

## Module 3: Advanced Audio Operations

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC 01.09 Create and implement a digital communication product to meet customer needs.	ITPC01.09.05 Produce content for a digital communication product. <ul style="list-style-type: none"> <li>● Produce or acquire audio content.</li> </ul>	Audio is an important component of a video production	Acoustics Echo Ambience Amp Gain Pickup Pattern Level XLR Phantom Power Mixer Condenser Microphone Lavalier Lapel Windscreen Pop Filter Equalizer Pan Mono Stereo Mute



## Module 3: Advanced Audio Operations

- How can audio improve or diminish the quality of a production?
- Why is audio an important element of a quality production?
- How does the integration of audio equipment support the final product?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC01.09	<ul style="list-style-type: none"> <li>• I can identify tools and equipment needed for a specific production.</li> <li>• I can describe the functionality and integration of audio equipment (i.e. microphones, soundboards, speakers...) to achieve the desired effect.</li> <li>• I can operate audio equipment for a live or recorded production.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will use multiple components of audio technologies as they integrate into different systems.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Recording Productions</i></li> <li>• <i>Live Productions</i></li> </ul>
x	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	3-4 Classes		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Performance assessments utilizing audio technologies in multiple applications.</i></li> <li>• <i>Measure daily understandings via teacher observation of student activities and projects</i></li> </ul>								

## Module 4: Advanced Camera Techniques

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	ITPC01.06.03 Create final project plan. <ul style="list-style-type: none"> <li>● Identify and obtain tools and resources to do the job.</li> <li>● Develop a detailed task list.</li> <li>● Identify interdependencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Camera settings and camera movement allow for professional video</li> </ul>	ISO White Balance Aperture Color profile Exposure Depth of field ND filter Zebra Gimbal Tripod Monopod SLider Boom Crane Bitrate Lens

## Module 4: Advanced Camera Techniques

- Why is it important for a camera operator to manually control and adjust video camera functions?
- Why is it important for a camera operator to control how the camera moves?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments				
ITPC01.06.03	<ul style="list-style-type: none"> <li>• I can control the manual camera functions of digital cameras.</li> <li>• I can make creative decisions for the production by self-selecting camera settings to match the intended production theme.</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will learn how to intentionally configure manual camera settings to create a specific look or feel.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>In class demonstration of equipment followed by individual or small group practice opportunities.</i></li> </ul>
x	Selected Response (SR)							
x	Constructed Response (CR)							
<b>Pacing:</b>	2-3 days	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Performance (P)		Observation (O)	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Performance based assessments may be used in conjunction with written responses.</i></li> <li>• <i>Measure daily understandings via teacher observation of student activities and projects</i></li> </ul>
x	Performance (P)							
	Observation (O)							
Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>• I can investigate the various lens settings and their impact on the product.</li> <li>• I can apply lens settings as needed to capture a quality shot.</li> <li>• I can use lens settings to create the desired effect on the product.</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table>	x	Selected Response (SR)	x	Constructed Response (CR)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will learn how different lenses create different effects when recording.</i></li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Hands on demonstrations paired with online research utilizing various equipment.</i></li> </ul>
x	Selected Response (SR)							
x	Constructed Response (CR)							
<b>Pacing:</b>	1-2 days	<table border="1"> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table>	x	Performance (P)		Observation (O)	<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Performance based assessments may be used in conjunction with written responses.</i></li> <li>• <i>Measure daily understandings via teacher observation of student activities and projects</i></li> </ul>
x	Performance (P)							
	Observation (O)							

Hyperlink standard code Advance CTE.	<ul style="list-style-type: none"> <li>I can utilize tripods, monopods, and dollies in a media production.</li> <li>I can describe how camera movement relates to video experience from the audience perspective.</li> </ul>	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)		Observation	<b>Lesson Progression and Standards Connection:</b> <ul style="list-style-type: none"> <li>Students will learn how different camera movements create a different experience for the audience.</li> </ul>	<b>Mandatory Lessons/Activities:</b> <ul style="list-style-type: none"> <li>Hands on demonstrations paired with online research utilizing various equipment.</li> </ul>
	Selected Response											
	Constructed Response											
x	Performance (P)											
	Observation											
<b>Pacing:</b>	1 day		<b>CCSS Connections:</b> <ul style="list-style-type: none"> <li>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Performance based assessments may be used in conjunction with written responses.</li> <li>Measure daily understandings via teacher observation of student activities and projects</li> </ul>								

## Module 5: Advanced Lighting Operations

### UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	ITPC01.06.03 Create final project plan. <ul style="list-style-type: none"> <li>● Identify and obtain tools and resources to do the job.</li> <li>● Identify and evaluate risks.</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate amount of light is required when shooting video.</li> </ul>	Fresnel LED Incandescent Tungsten Halogen Fluorescent Spotlight Key light Back light Fill light Three point lighting system Back lit Flag Reflector Diffuser Voltage Amperage Ohms Circuit DMX Shutter Gel

## Module 5: Advanced Lighting Operations

- Why is it important to properly light a stage area for video shoots?
- What are the differences between remote and studio lighting?
- Why is it important to create a lighting plan for a television production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
ITPC 01.06	<ul style="list-style-type: none"> <li>• I can investigate lighting techniques and their effect on a video production.</li> <li>• I can use lighting technologies and techniques to develop a “feel” of a shot.</li> <li>• I can apply cable safety concepts when setting up a production.</li> </ul>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p><b>Lesson Progression and Standards Connection:</b></p> <ul style="list-style-type: none"> <li>• Students will explore various lighting technologies as they prepare to light studio sets and recording locations in the field.</li> <li>• Students will learn how to lay cables, secure them, and wrap them in ways which will ensure safety and equipment longevity.</li> </ul>	<p><b>Mandatory Lessons/Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will plan and execute lighting designs in studio locations and locations in the field.</li> </ul>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<b>Pacing:</b>	3-4 classes		<p><b>CCSS Connections:</b></p> <ul style="list-style-type: none"> <li>• 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Performance based assessments may be used in conjunction with written responses.</li> <li>• Measure daily understandings via teacher observation of student activities and projects</li> </ul>								