



Wethersfield Public Schools

WHS Curriculum: Advanced Video Production

Grade(s)	9 - 12
Unit Title and Purpose	Unit 1: Review of Video Production Practices Students learn how to make shots aesthetically pleasing and understand the impact of framing the shot is the foundation for creating effective video messages. Students review video techniques to impact the audience experience.
Timeframe	1 week (4 class sessions)
Vision of the Graduate	
Communicator: Students model and practice interactions with people from a variety of cultures, backgrounds, and abilities. Collaborator: Students work in pairs or groups to discuss videos. Problem Solver: Students apply knowledge of basic video conventions to take video that can affect the way an audience feels or reacts.	
Unit Priority Standards	
International Society for Technology in Education (ISTE) Standards ISTE 1.6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. ISTE 1.2.a. Digital Footprint: Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.	
Connecticut Technology Education Standards AVC.01. Identify, analyze and synthesize historical, social, economic, environmental, and government regulations impact on Communications technology from multiple authoritative sources. AVC.02. Define and utilize communications technology systems domain-specific words and phrases. AVC.03. Demonstrate the use of appropriate communication equipment for the delivery of a message.	
Common Core Standards CCSS.ELA-Literacy.CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Unit Supporting Standards	
Common Core Standards CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Essential Questions	
What does it mean to have a successful video message? How does video work to create a connection with an audience? How does each shot move a story forward? How do you know a scene or a series of shots has been successfully assembled?	



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What should the audience 'feel' when watching a video or film?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Apply professional skills for meeting, greeting, and working with peers: SOLER (square up, open posture, lean in, eye contact, respond/repeat) 2. Prepare for and conduct a proper interview 3. Evaluate current video/media trends 4. Apply proper techniques to framing up, focusing, and recording shots 5. Focus and frame shots with a variety of video recording technologies 6. Use video accessories to create camera angles and movements in video recording 7. Collaborate with peers 8. Critique others' work	1. Recognize professional skills needed to successfully interact with people when working in group situations. 2. Understand media literacy principles 3. Understand how video can manipulate an audience through the use of camera shots, framing, angles, and motions 4. Understand different industry standards (NTSC, PAL, SECAM) and how they are used 5. Understand the flow within video 6. Understand file types and frame rates
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Use video equipment to record shots that will be used in Blue Eagle News • Work in small groups to review and apply (video sample) SOLER skills. • Review/practice focusing, framing up shots, padding, slating, and using Google Classroom to upload and retrieve video files. • Students evaluate and critique peer work, and discuss how to improve shots to impact audience experience.	• National Television Standards Committee • Studio Binder • Video: Camera Angles • Video: Match On Action • Video: Video Editing and Shot Techniques • Video: Your Editing Lacks Continuity • Video: Why Use Transitions • YouTube.com • Video Editing Software ○ Adobe Premiere Pro ○ WeVideo ○ iMovie ○ Capcut



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Grade(s)	9 - 12
Unit Title and Purpose	Unit 2: Researching and Conducting Interviews In this unit, students learn the essential skills for conducting effective interviews. They explore research techniques to prepare for interviews, develop questions, and practice interviewing peers. This unit enhances communication skills and understanding of how to gather and present information through interviews.
Timeframe	2 weeks (4 - 8 Class Sessions)
Vision of the Graduate	
Communicator: Students model and practice interactions with people from a variety of cultures, backgrounds, and abilities. Collaborator: Students work in pairs and groups to develop interview techniques. Problem Solver: Students analyze information and formulate questions based on their research.	
Unit Priority Standards	
International Society for Technology in Education (ISTE) Standards ISTE 1.6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	
Connecticut Technology Education Standards AVC.01.02 Gather relevant information from multiple authoritative print, and digital resources, using advanced research, to predict the social, economic, and environmental impacts of existing and evolving communication technologies.	
Common Core Standards CCSS.ELA-Literacy.CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Unit Supporting Standards	
Common Core Standards CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Connecticut Technology Education Standards AVC.02.01 Define and properly use common communication terminology.	
Essential Questions	
What are the key components of a successful interview? How can research enhance the quality of an interview? What strategies can be used to develop effective interview questions? How do different interviewing techniques affect the information gathered?	



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Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Conduct thorough research to prepare for interviews. 2. Frame and develop effective interview questions. 3. Conduct interviews with peers and adults. 4. Analyze and summarize interview responses. 5. Reflect on the interview process and outcomes.	1. Understand the importance of background research. 2. Knowledge of different types of interview questions (open-ended, closed, follow-up). 3. Understand ethical considerations in interviewing.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Conduct research on a topic to support a subsequent interview on that topic ● Generate effective interview questions based on research ● Conduct an interview with peers and/or others ● Critique others' interviews and provide feedback to support improvement ● Self-reflect on the interview process ● Present findings from an interview	● Journalism Today - General Interviewing Guidelines ● Articles on interview techniques ● Online resources for research methods ● Video examples of effective interviews ● Interview question templates



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Grade(s)	9 - 12
Unit Title and Purpose	Unit 3: B-Roll: Finding the Right Covershots to Complete Your Story Students learn about the importance of B-roll in storytelling, particularly in video production.
Timeframe	(1 week - 4 Class Sessions)
Vision of the Graduate	
Communicator: Students express their ideas visually through effective B-roll footage. Collaborator: Students work in pairs to brainstorm and film B-roll shots. Problem Solver: Students develop innovative ideas for enhancing their stories with visual elements. Students analyze their footage and make adjustments to improve their storytelling.	
Unit Priority Standards	
International Society for Technology in Education (ISTE) Standards ISTE 1.6. Students communicate clearly and express themselves creatively for a variety of purposes using appropriate platforms and tools.	
Common Core Standards CCSS.ELA-Literacy.CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations.	
Unit Supporting Standards	
Common Core Standards CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, ingroups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Essential Questions	
What role does B-roll play in storytelling? How can effective covershots enhance the viewer's understanding of a story? What techniques can be used to capture high-quality B-roll footage?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify and select appropriate B-roll shots for a story. 2. Capture high-quality B-roll footage using video equipment. 3. Collaborate with peers to brainstorm and plan B-roll shots.	1. Understand the purpose of B-roll in video production. 2. Familiarity with different types of covershots (e.g., establishing shots, cutaways). 3. Knowledge of basic filming techniques and equipment usage.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● View and evaluate examples of films or videos that effectively use B-roll.	● Examples of films or videos that effectively use B-roll.



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| <ul style="list-style-type: none">● Practice using video equipment (cameras, tripods, etc.) to obtain B-roll footage.● Analyze B-roll techniques and shot types, and apply to planning for collecting B-roll.● Collect images for B-roll; reflect on process and present images. | <ul style="list-style-type: none">● Video equipment (cameras, tripods, etc.).● Handouts on B-roll techniques and shot types. |
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Grade(s)	9 - 12	
Unit Title and Purpose	Unit 4: Everybody Has a Story This unit plan aims to equip students with the skills necessary for effective storytelling through interviews and visual elements, enhancing their communication and collaboration abilities.	
Timeframe	3 weeks (8 - 10 Class Sessions)	
Vision of the Graduate		
Communicator: Students model and practice interactions with people from a variety of cultures, backgrounds, and abilities.		
Collaborator: Students work together in pairs to find each individual story.		
Problem Solver: Students decide what the story will be, based on research and questioning techniques.		
Unit Priority Standards		
International Society for Technology in Education (ISTE) Standards		
ISTE 1.6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.		
Connecticut Technology Education Standards		
AVC.02 Define and utilize communications technology systems domain-specific words and phrases		
AVC.02.02 Read, interpret, and utilize media communication equipment instruction manuals, troubleshooting guides, and specification requirements.		
AVC.03 Demonstrate the use of appropriate communication equipment for the delivery of a message.		
AVC.03.01 Select equipment required for specific types of audio productions.		
AVC.03.03 Demonstrate how to record and mix audio.		
AVC.03.06 Demonstrate how audio is synchronized with other audio or video.		
AVC.03.06 Explain how various styles of music can create a specific emotional impact.		
AVC.04 Edit media productions to demonstrate basic skills in operating various elements in a production system.		
Common Core Standards		
CCSS.ELA-Literacy.CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Unit Supporting Standards		
CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
Essential Questions		
How can interviews enhance storytelling?		
What techniques can be used to capture effective B-roll footage?		
What ethical considerations must be taken into account when conducting interviews?		
Performance Expectations:	Performance Expectations:	
Skills		



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	Essential Knowledge/Concepts
1. Prepare and use stock questions. 2. Conduct research to prepare for interviews. 3. Schedule, set up, and record an interview with a subject. 4. Identify and record effective B-roll footage to complement a story.	1. Know how to conduct an effective interview, including how to research and structure the questions. 2. Be familiar with ethical considerations and other issues related to notetaking and the use of tape recorders. 3. Understand the strengths and limitations of conducting interviews on the Internet. 4. Understand steps to take if a source wants to go off the record or wants to read a story before it is published. 5. Know the characteristics of an effective interview-based story.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Prepare for an interview: select subject, schedule time, prepare questions. • Conduct an interview with an adult to tell their "story." • Reflect on feedback received from the interview subject about the process. • Identify and record, or request, effective covershots to go with the story.	• Journalism Today - General Interviewing Guidelines • Tips for Effective Broadcast Segments



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Grade(s)	9 - 12
Unit Title and Purpose	Unit 5: Short Films Students create a short film to get a deeper meaning of video/film production
Timeframe	6 weeks (alongside Unit 5)
Vision of the Graduate	
Communicator: Students model and practice interactions with people from a variety of cultures, backgrounds, and abilities. Collaborator: Students work in pairs or groups to discuss video. Problem Solver: Students apply knowledge of basic video conventions to take video that can affect the way an audience feels or reacts.	
Unit Priority Standards	
Connecticut Technology Education Standards AVC.03 Demonstrate the use of appropriate communication equipment for the delivery of a message. AVC.03.06 Explain how various styles of music can create a specific emotional impact. AVC.03.09 Apply writing skills to the development of a production script. Common Core Standards CCSS.ELA-Literacy.W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-Literacy.W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-Literacy.W.9-10.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-Literacy.W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. International Society for Technology in Education (ISTE) Standards Innovative Designer - 1.4.a Design Process. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. Creative Communicator - 1.6 a Design Process. Students use digital tools to visually communicate complex ideas to others. Creative Communicator - 1.6 d Customized Message- Students publish or present content that customizes the message and medium for their intended audiences.	
Unit Supporting Standards	
Common Core Standards CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in	



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light of the evidence and reasoning presented.

Essential Questions

How does understanding the story arc enhance the storytelling process in short films?

What are the key components of character development in film?

How can teamwork and collaboration improve the filmmaking process?

Performance Expectations: Skills

1. Create a compelling plot and character.
2. Develop a storyboard and script for a short film.
3. Collaborate effectively with peers during the filmmaking process.

Performance Expectations: Essential Knowledge/Concepts

1. Understanding of the story arc (exposition, rising action, climax, falling action, resolution).
2. Knowledge of character building and development techniques.
3. Familiarity with basic video production techniques and conventions.

Student Learning Tasks & Resources

- Students create a character's "life" based on an image, focusing on character development.
- Students generate a story idea and create a story arc.
- Students create a pitch for their film story.
- Students write a script for a short film.
- Students generate a schedule to produce their video.
- T-Script: Students create a video shot list
- Students present raw footage for review and discussion.
- Students create a short film that is five minutes or less.
- Students create a movie trailer for their short film.
- Students create a movie poster for their short film.

Suggested Teacher Materials & Resources

Skills21 - Short Films- curriculum

- Creating the Plot
- Plot Development
- Character Building
- Script Writing
- Sculpting the Storyboard
- Production Checklist
- Camera Angles

Barsam, Richard, and Dave Monahan. *Looking at Movies: An Introduction to Film*. New York: W. W. Norton & Company, 2015.

Bordwell, David, and Kristine Thompson. *Film Art: An Introduction*. New York: McGraw Hill, 2009.



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Grade(s)	9 - 12	
Unit Title and Purpose	Unit 6: Journalism Beats Students choose an area of the school to report every week.	
Timeframe	5 weeks (continues throughout semester)	
Vision of the Graduate		
Communicator: Students model and practice interactions with people from a variety of cultures, backgrounds, and abilities.		
Collaborator: Students work in pairs and work with a lead of an organization to report on activity.		
Problem Solver: Students interpret relevant information needed for student understanding.		
Unit Priority Standards		
Common Core Standards		
CCSS.ELA-Literacy.WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
CCSS.ELA-Literacy.WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
CCSS.ELA-Literacy.WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.		
International Society for Technology in Education (ISTE) Standards		
Innovative Designer - 1.4.a Design Process. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		
Creative Communicator - 1.6 a Design Process. Students use digital tools to visually communicate complex ideas to others.		
Creative Communicator - 1.6 d Customized Message Students publish or present content that customizes the message and medium for their intended audiences.		
Unit Supporting Standards		
Common Core Standards		
CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
CCSS.ELA-Literacy.SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
Essential Questions		
What is the significance of journalism beats in reporting?		
How can students effectively gather information from their chosen area?		
What techniques can be used to create engaging videos that inform the school community?		
How does collaboration enhance the reporting process?		
Performance Expectations: Skills		Performance Expectations:



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	Essential Knowledge/Concepts
1. Research and gather information to support an informational news piece. 2. Plan (schedule and interview) to produce an informational news piece.	1. Understand the importance of clear questions. 2. Knowledge of the subject matter of their beat 3. Familiarity with basic video production techniques and conventions.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
1. Students develop interview questions and summaries of research findings as part of pre-production process. 2. Produce beat video draft reflecting the chosen beat. 3. Peer review beat video drafts. 4. Present video to the class, highlighting key findings and insights.	• Fox61 Student News • Blue Eagle News YouTube Channel