Joseph Andrews' Unit Plan	
Unit Title:	Introduction to Youtube Content Creation
Instructor:	J. Andrews
Grade Level:	11-12
Course:	Introduction to Video Broadcasting
Approximate Length of Unit:	21 School Days
Standards Alignment:	IT.IV.2-4.4 "Develop pre-production documents (e.g., storyboard, shot list)" IT.IV.2-4.2 "Apply basic filming techniques (e.g., camera angles, camera movement, lighting, sound)" IT.VI.3.2 "Access, capture, and import a variety of file sources converting file types, if necessary (e.g. audio, video, graphics)" IT.V.3.5 "Arrange video clips, audio clips, titles and still images on timeline" IT.V.3.6 "Evaluate sources for playing completed video (e.g., hardware, software, web applications)" CO.IV.3.6 "Create original audio (e.g., voice, instrument)" IT.VI.3.2 "Apply codec (compression) appropriate for the media delivery" IT.VI.3.3 "Export video for a variety of media outlets (e.g., broadcast, web)" BL I.A.3.1 "Identify nonverbal communication techniques"
FCCLA Integration:	FBLA Events "Broadcast Journalism" and "Digital Video Production" guidelines and judge sheets.

Unit Summary:
The core concept of this unit is understanding all the aspects contained in the production of an independent news broadcast via social media and how each piece of the production relates to the whole for a quality broadcast outcome. Students will better understand how the video, audio, and marketing components interconnect and the role each team member plays as part of the production through hands-on studio activities and workshops.

Critical Questions:
1. What are the multiple components that complete a news broadcast? What's your favorite aspect of the production? 2. What role does each person play in creating a quality production experience for the viewer? How do they interrelate? 3. What happens to the production quality when one of the roles is undervalued or underutilized? 4. How important is verbal and nonverbal communication within a production team? How does this affect the viewer?

Learning Goals with Alignment to Standards:	
Learning Goal:	**Standard(s):**
1. Students will identify the production components and team roles required to conduct a successful news broadcast, successfully identifying 12 of the 15 featured in class activities and workshops.	IT.V.3.6
2. Students will identify proper filming, audio editing, and video editing techniques and tools and explain their function with a minimum of 85% accuracy.	IT.V.3.6
3. Students will demonstrate proper teamwork in a production setting, including successful verbal and non-verbal communication techniques to create a successful news broadcast with 95% accuracy.	IT.IV.2-4.4 IT.IV.2-4.2 IT.VI.3.2 IT.V.3.5 IT.V.3.6 CO.IV.3.6 IT.VI.3.3 BL I.A.3.1

What do students have to know & be able to do in order to meet the targeted standards?	
Students will know: ● The responsibilities and positions of employees in a production house and news team ● Skills needed for each position ● How to display healthy communication on the production set ● How to organize pre-production components for a successful broadcast ● How to execute post-production procedures effectively	Students will be able to do: ● Produce a high quality video news broadcast via social media

Assessments:	
Pre:	"Video Broadcast" quiz
Summative:	"Video Broadcast News" project

Learning Experiences:

- Hands-on experience with video and audio hardware and software
- Research on the components of a production set
- Workshops that include the roles of producing a video broadcast

Key Vocabulary:

- Bandwidth
- Letterbox
- Sweeps

Unit Plan:		
Day	**Instructional Activities**	**Assessment**
1	Unit Overview Quiz Review basic audio and video processes and broadcast terminology	Quiz
2-4	Rotate between the following five stations: audio and video, director's chair, camera operator, wardrobe and props, and anchor desk	Group discussion on likes and dislikes about each role, Q&A about each role, and observation
5	Pre-production Create a design board from magazines and the web around set design ideas	Pre-production evaluation rubric
6	Create a timeline for each segment of the news broadcast	Pre-production evaluation rubric
7	Lecture on communication with emphasis on non-verbal skills associated with a news broadcast, followed by role playing scenarios	Observation with coaching followed by Q&A
8-10	Write scripts for each segment of the news broadcast Build simple set Place production equipment in proper location	Script evaluation rubric Observation with coaching followed by Q&A about set and production equipment placement
11-12	Production Film the first half of the news broadcast segments	Production evaluation
13-15	Film the last half of the news broadcast segments	Production evaluation
16-17	Post-production Edit the video portion of the news broadcast	Video quality rubric, followed by coaching and video quality evaluation
18-19	Edit the audio portion of the news broadcast	Audio quality rubric, followed by coaching and audio quality evaluation
20	Mix the video and audio portion of the news broadcast and bring it to post	Video and audio quality evaluation
21	Unit recap, followed by a self-assessment and a group assessment	Group discussion on roles, communication, skills Q&A about future news broadcast changes and ideas

Resources & Tools:

- Equipment: cameras, microphones, video and audio software
- Wardrobe, props
- https://www.frankwbaker.com/mlc/tv-media-video-production/
- https://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf
- https://www.tutorialspoint.com/multimedia/multimedia_introduction.htm