

# Glen Ridge Public Schools—TV Studio I



**Course Title:** TV Studio I

**Subject:** Technology/Language Arts/Visual/Performing Arts

**Grade Level:** 10-12

**Duration:** 1 Semester (½ year)

**Prerequisite:** None

**Elective or Required:** Elective

## **Mission Statement:**

The Glen Ridge TV Studio Program establishes a foundation for lifelong learning and effective communication. Through a challenging curriculum, our students will integrate technology, form skills in journalism, and utilize 21st century media delivery methods. GRTV students will take part in school wide communication initiatives and learn of the power multimedia communication possesses. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The TV Studio Program enables our students to participate effectively in a technological, complex, and ever-changing world.

## **Course Description:**

TV Studio is responsible for putting on a daily program to provide the school with announcements and entertaining and informative segments about the interests of the Glen Ridge community and students. Students will host, run the control room equipment, and produce original segments. With assigned tasks, TV Studio I students will run daily operations of the studio under the guidance of directors and executive producers from TV Studio Advanced. Students will produce and edit segments about topics assigned to them and the segments will then be aired on the daily show. The TV Studio I experience is to simulate working in a professional TV studio environment. Students will have the opportunity to take on community-wide communication tasks as they arise or are assigned.

**Authors:** Eric Dimeck & Patrick Hansen

**Date Submitted:** Summer 2016

## **TV Studio I**

### **Unit I: Introduction to TV Production**

**Approximate # Of Weeks: 8 weeks**

#### **Essential Questions:**

- **How do individual jobs and specific technologies best function together as a team to create a daily broadcast?**
- **What are the inevitable pitfalls of the Studio technology?**
- **What are the best software programs to use in video production?**
- **How can I tell a narrative in a video segment that is engaging to the school community?**

#### **Upon completion of this unit students will be able to:**

- Language Arts
  - RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
  - RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
  - RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
  - RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
  - RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
  - RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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.
- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.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.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- 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.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)
- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Technology
  - 8.1.9-12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.
  - 8.2.9-12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity
- 21st Century Life & Careers
  - 9.1.9-12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
  - 9.2.9-12.E.1 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
  - 9.2.9-12.E.2 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
  - 9.2.9-12.E.3 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
  - 9.2.9-12.E.4 Evaluate business practices and their impact on individuals, families, and societies.
  - 9.4.9-12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
  - 9.4.9-12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
  - 9.4.9-12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
  - 9.4.9-12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
  - 9.4.9-12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.
  - 9.4.9-12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.

- 9.4.9-12.C.(2).1 Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.
- 9.4.9-12.C.(2).2 Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.
- 9.4.9-12.C.(2).3 Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions.
- 9.4.9-12.C.(2).4 Examine and summarize business issues related to the pathway to gain awareness of factors that influence programming, content, and distribution in this industry.
- 9.4.9-12.C.(2).5 Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.
- 9.4.9-12.C.(2).6 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.9-12.C.(2).7 Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.
- Visual and Performing Arts
  - 1.1.9-12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
  - 1.1.9-12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
  - 1.1.9-12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
  - 1.1.9-12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
  - 1.3.9-12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
  - 1.3.9-12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
  - 1.3.9-12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
  - 1.3.9-12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

**Activities – include 21st Century Technologies:**

- Learn the basic roles inside the studio.
- Perform all the roles inside the studio, at first with assistance from teachers and advanced students.
- Observe the editing work done on the Mac.
- Coproduce an anchor show intro segment.
- Write, film, edit, and publish personal segments on a basic level.

- Observe TV Studio Advanced students at work
- In Studio Job Tutorial
- Mac Video Production Tutorial

**Enrichment Activities:**

- Create an idea for a serialized segment
- Create an idea for a personal segment
- Track or attend school events to produce GR-specific segment content
- Brainstorm news events that can be added to the show script

**Methods of Assessments/Evaluation:**

- Segment assessment
- Daily show assessment
- Individual Task assessment (Participation)

**Resources/Including Online Resources**

- Teacher Webpage
- Google Classroom
- iMac computer
- Youtube.com
- Online News Outlets
- Computers
- Video editing software
- TV Studio hardware
- Video camera

## TV Studio I

### Unit 2: Process Revisions and Assessments

Approximate # Of Weeks: 8 weeks

#### Essential Questions:

- **What are the pitfalls to Studio teamwork? What human factors stand between the team and the best daily production?**
- **What are the best processes to solve inevitable technology problems?**
- **What skills can be enhanced while using the best software programs in video production to create better personal segments?**
- **How does time spent outside the studio improve segment production?**

#### Upon completion of this unit students will be able to:

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  - RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
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  - 9.4.9-12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.

- 9.4.9-12.C.(2).1 Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.
- 9.4.9-12.C.(2).2 Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.
- 9.4.9-12.C.(2).3 Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions.
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- 9.4.9-12.C.(2).5 Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.
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  - 1.3.9-12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
  - 1.3.9-9-12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
  - 1.3.9-12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
  - 1.3.9-12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

**Activities – include 21st Century Technologies:**

- Become an independently functioning member of the Studio team
- Write, film, edit, publish segments at a level that can be broadcast to the school
- Re-edit a previously completed segment, with an eye on previous problems
- Critically view daily show with an eye on steps for improvement
- Begin taking on a leadership role alongside TV Advanced members
- WeVideo/Chromebook software Tutorial

- News Summary & Script Writing Tutorial
- Sound Editing Tutorial

**Enrichment Activities:**

- Use time out of the Studio to prep segment ideas
- View news segments for their narrative and editing properties
- Interview proficient class members on their processes

**Methods of Assessments/Evaluation:**

- Segment assessment
- Daily show assessment
- Individual Task assessment (Participation)

**Resources/Including Online Resources**

- Teacher Webpage
- Google Classroom
- iMac computer
- Youtube.com
- Online News Outlets
- Computers
- Video editing software
- TV Studio hardware
- Video camera