

Glen Ridge Public Schools—TV Studio II



Course Title: TV Studio II

Subject: Technology/Language Arts/Visual/Performing Arts

Grade Level: 10-12

Duration: 1 Semester (½ year)

Prerequisite: TV Studio I

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 II

Unit I: A Functioning Team and A Creative Producer

Approximate # Of Weeks: 8 weeks

Essential Questions:

- **How can you independently solve the pitfalls of the technology in the Studio? How can the solving of problems have the smallest impact on the daily show?**
- **What are the video production skills and software that will provide segment production routinely televised to the school?**
- **How can a group most effectively streamline studio responsibilities?**
- **How can a script writer, camera person, and Studio anchor personalize their craft to make a routine show become personalized?**

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.)
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- 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.
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
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 - 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.
 - 1.3.9-9-12.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:

- Take on lead roles within the Studio team
- Write, film, edit, and publish work worthy of school viewing
- Critically view daily show and take steps to self-assess your team
- Begin working on the Mac to edit the final show
- Work independently on the show script, utilizing online news databases to create a comprehensive and efficient script for the anchors

- Begin to work on news delivery as an anchor, focusing on voice tone and word/sentence emphasis for impact
- iMovie Tutorial
- Video Editing Tutorial
- Anchor Annunciation Tutorial

Enrichment Activities:

- Create a serialized segment, with multiple segments lining up to one theme
- View produced youtube and news source content for heightened editing tricks

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 II

Unit 2: Transitioning to TV Studio Advanced

Approximate # Of Weeks: 8 weeks

Essential Questions:

- **What are the strategies to solve the common pitfalls of TV Studio production?**
- **What are some advanced techniques to use in segment production?**
- **What are the factors that make a successful production?**
- **How can you run a team as a Studio producer?**
- **How can you transition into a creator of segments at the highest quality level?**
- **What are the responsibilities of the Studio team outside of the daily show production, and how can we use these responsibilities to truly become a communications class to the Glen Ridge school community?**
- **What are the most effective prep activities prior to a show to streamline daily show production?**

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 - 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.
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- 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.
 - 1.3.9-12.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.
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 - 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:

- Perform 4 studio tasks proficiently
- Write, film, edit, publish highest quality of segments
- Critically view daily show for a streamlined approach to daily production
- Take over roles typically assigned to TV Advanced students

- Begin to lead produce the daily show
- Create and display images on the TV display in the main lobby
- Re-edit a previously completed segment using previously discussed editing methods
- Teach TV Studio I students effective ways to solve problems
- Create basic tutorials for enhanced daily show production
- TV display tutorial

Enrichment Activities:

- Contribute a segment to a weekly news magazine
- Visit a local news studio

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