

**Course Title – Television Broadcast Technology 3**

**Implement start year – 2014-2015**

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**Unit #1 - Advanced Pre-production Techniques**

Students will be able to independently use their learning to plan a broadcast production.

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

Standards -

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

C. Theater

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

B. Critique Methodologies

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

A. Technology Operations and Concepts

B. Creativity and Innovation

C. Communication and Collaboration

D. Digital Citizenship

E. Research and Information Literacy

F. Critical Thinking, Problem Solving, and Decision Making

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology,

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p>A. Nature of Technology: Creativity and Innovation  B. Design: Critical Thinking, Problem Solving, and Decision-Making  C. Technological Citizenship, Ethics, and Society  D. Research and Information Fluency  F. Resources for a Technological World  G. The Designed World</p> <p>9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>A. Critical Thinking &amp; Problem Solving  B. Creativity and Innovation  C. Collaboration, Teamwork and Leadership  D. Cross-Cultural Understanding and Interpersonal Communications  E. Communication and Media Fluency  F. Accountability, Productivity and Ethics</p> <p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p> <p>C. Arts, A/V Technology, &amp; Communications Career Cluster</p>	
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Creating a video production requires planning and preparation in order to create a successful production.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Knowledge of a topic is a fundamental requirement for a successful production.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why is planning for a production so important?</li> <li>• How is the process of planning for a documentary and cinematic production different?</li> <li>• Why would an executive producer approve and budget this idea?</li> <li>• How do you convince an audience to view a production?</li> <li>• How can planning for continuity result in a successful production?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What steps should a producer take to ensure the proper research has been done?</li> </ul>

	<ul style="list-style-type: none"> <li>• What characteristics of the audience should be investigated?</li> <li>• How can you become knowledgeable about a topic?</li> <li>• Why should a producer want to become an expert about a topic?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• storyboarding technique.</li> <li>• screenwriting format.</li> <li>• 2 column script format.</li> <li>• writing techniques.</li> <li>• how to prepare a Project Needs Analysis.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• research techniques.</li> <li>• copyright and Creative Commons Laws.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• identify shot types and other production techniques required to keep the illusion of continuity.</li> <li>• describe the steps in the Production Process</li> <li>• use a variety of writing techniques to effectively deliver the message.</li> <li>• identify specific demographics and characteristics of an audience</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• use proper legal forms to acquire media for their production or plan to create their own media.</li> <li>• use a variety of sources to discover facts and information needed to create the desired message.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Project Needs Analysis (PNA)
- Quiz on terminology
- Script Treatment
- Storyboards
- Research documentation
- Self Assessment of performance tasks

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Create a project proposal listing the basic idea of the documentary/screenplay you wish to produce (T)
- Brainstorm ideas with the class about your project idea (A)
- Interview classmates about the possible direction of your plan (M)
- Give feedback to other student ideas (T)
- Outline the content flow of your idea by creating a detailed outline by scene (M)
- Generate a contact list of people who may be potential interviews for your project (A)
- Professionally correspond with each of your contacts and create a schedule to complete interviews and other tasks (A)
- Collaborate with others during your production in a professional and collegial way (T)
- Create documents that respect copyright laws (M)
- Make new professional contacts via your documentary project (T)