



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: TV Production

Curriculum Development Timeline



School: Ocean Township High School

Course: TV Production

Department: Applied Technology

Board Approval	Supervisor	Notes
December 2017	Patrick O'Neill	Update Standards
August 2024	Erin M. Leahy	Updated to include New State Mandates

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Township of Ocean Pacing Guide	
Week	Marking Period 1-2
1	Expectations & Elements of TV Productions
2	Expectations & Elements of TV Productions
3	Goal 1: Understanding the Art
4	Goal 2: Understanding the Tools
5	Goal 2: Understanding the Tools
6	Goal 3: Using the Tools to Create the Media
7	Goal 3: Using the Tools to Create the Media
8	Goal 3: Using the Tools to Create the Media
9	Goal 4: Creating Video to Music
10	Goal 4: Creating Video to Music
Week	Marking Period 3-4
11	Goal 5: TV Advertising
12	Goal 5: TV Advertising
13	Goal 5: TV Advertising / Goal 6: Making the News
14	Goal 6: Making the News
15	Goal 6: Making the News
16	Goal 7: The Big Production
17	Goal 7: The Big Production
18	Goal 7: The Big Production

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Core Instructional & Supplemental Materials including various levels of Texts

Video cameras
Microphones (shotgun, handheld, lavaliers)
Headphones
Tripods
Lighting equipment
Adobe Premiere Pro (video editing software)
Adobe Photoshop (image editing)

Time Frame	10 Days, Week 1 & 2
Topic	
Introduction: Expectations & Elements of TV Productions	
Essential Questions	
What is TV Productions? What type of projects will I create in TV Productions? What equipment and software will I be using in TV Productions class? How will the TV Productions course help me prepare for future classes and careers in productions? What elements make a strong TV program What equipment and software is used to produce TV? How will I apply TV Productions skills to future classes and careers?	
Enduring Understandings	
TV Productions is a learned communication skill incorporating sound, lighting, camera techniques, and editing skills to produce a verbal and visual message.	
Alignment to Standards	
8.1.12.CS.3: Compare the functions of application software, system software, and hardware.	

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8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Activities & Key Concepts and Skills

SWBAT:

- Define TV Productions.
- Understand why media is a necessity
- Determine how TV Production as a course relates to today's media types
- Recognize different genres in media, TV and film.
- Understand the possible career paths offered in broadcast, media and film.
- Research and identify post-secondary educational opportunities for technical, artistic, broadcasting, and media career paths.
- Research and identify certifications, technical degrees, bachelor or masters degrees necessary for various career paths in technology, broadcasting, film, acting and other media
- Identify tools and technology used in production

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Class discussion Q&A, identification quizzes

Benchmark:

- Pre-test and post-test encompassing all class units.

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Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

9.2 Career Awareness, Exploration, Preparation, and Training
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training

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requirements, costs, loans, and debt repayment.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.

Technology Integration

- Students will use video resources and interactive tools to analyze different film genres and identify key roles on a production crew.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Time Frame	10 Days, Week 2-3
Topic	
Goal 1: Understanding the Art of Pre-Production	
Essential Questions	
What does it take to pre-produce a film or television show? What does it mean to storyboard? How is a storyboard used during pre, production & post production? How and why is script formatting so important to a production?	
Enduring Understandings	
Pre-production is a vital step in the video production process, which may include storyboarding, scripting, and pitching ideas. Students gain understanding by creating	

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properly formatted scripts targeted to different purposes, collaborating with peers, and critique.

Alignment to Standards

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
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Learning Activities & Key Concepts and Skills

Students will demonstrate an understanding of different media and the effect each has on the public.
Students will understand how different media is created and formatted from preproduction to final product.
Students will be able to understand the meaning and process of critique in today's TV, print and film.
Students will be able to demonstrate how to write, format and schedule a production properly.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Written TV / video script
- Project storyboard
- Pitch presentation
- Peer critiques

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Benchmark:

- None

Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
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Interdisciplinary Connections

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W.NW.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence. **Students write scripts and develop storyboards for a variety of topics to be used as the framework for video productions**

Technology Integration

- Students will use video resources and interactive tools to analyze different film genres and identify key roles on a production crew.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Time Frame	10 Days, Week 4-5
Topic	
Understanding Production Tools	
Essential Questions	
How do the members of a production crew work together to translate a script into a complete video production? What is the proper way to light a TV studio? What is the importance of clear, intelligible audio when creating a TV production? What professional tools can be used to edit a video project?	
Enduring Understandings	
Principal photography, or filming, occurs during the production phase. Many different important elements must come together during production. Effective production requires the teamwork and collaboration of all members of a production crew.	
Alignment to Standards	

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8.1.12.CS.3: Compare the functions of application software, system software, and hardware.
8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
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Learning Activities & Key Concepts and Skills

Students will learn to work in a full production environment, whether in the studio or on location.
Students will become familiar with production crew jobs and appropriate safety procedures.
Students will understand the proper terminology used on a production set.
Students will be able to properly operate a video camera and artistically frame a shot.
Students will understand proper lighting of subjects, both in the studio and on location.
Students will collaborate to create a 1 min scene as a class project.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Quiz #1: Production crew
- Quiz #2: Video Composition
- Quiz #3: Basic Lighting Technique
- Quiz #4: Sound
- Final 1 min Movie Project

Benchmark:

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- Midterm exam

Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

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CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, and Key Skills

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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students learn specific production roles, terminology, symbols, and hand signals that are used for shooting and editing within the TV studio.**

Technology Integration

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Time Frame	15 Days: Weeks 6, 7, 8
Topic	
Using Production Tools to Create the Media	
Essential Questions	
What professional tools are used within a TV studio? What safety measures are in place to protect personnel in a professional studio environment? What are the different types of microphones and when are they best used? How is audio manipulated through a soundboard and within the editing software?	
Enduring Understandings	
Safety is a top priority when working on a TV production crew. A wide variety of technical tools are used within the production workflow. Capturing effective audio, from voice-over to sound effects, is an important part of the production process.	

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Alignment to Standards

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Learning Activities & Key Concepts and Skills

Students will continue to collaborate creatively within the TV studio.
Students will work in a full production environment from the beginning planning stages to the end product.
Students will be able to access audio sound boards for recording voice-overs.
Students will be able to create sound effects using studio props and foley materials.
Students will use technical tools to edit sound and video.
Students will work together to create voice-over cartoon projects using existing footage.
Students will analyze examples, then critique their own work and that of their peers.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Quiz #5: Editing Basics
- Final Voice Over Cartoon Project #2

Benchmark:

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COURSE: TV Production

-

Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
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CRP6. Demonstrate creativity and innovation.
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Career Readiness, Life Literacies, and Key Skills

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Interdisciplinary Connections

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose,

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and audience. **Students learn specific production roles, terminology, symbols, and hand signals that are used for shooting and editing within the TV studio.**

W.NW.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Students write scripts and develop storyboards to be used as the framework for their voice-over cartoon project.

Technology Integration

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate and create, working towards solving authentic problems, or to participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Time Frame	10 Days: Week 9 & 10
Topic	
Creating Video to Music	
Essential Questions	
Why are music videos an important medium? How can a music video affect a generation? How did music videos start and how have they changed over time? How have technical advancements in media changed the style of music videos and how they are viewed?	
Enduring Understandings	
Music videos have a long and varied history throughout the past several decades. Music videos provide entertainment while also promoting an artist and their music. Music videos	

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can be a creative way to interpret music through further artistic expression. There are many different approaches to creating a music video that affect its overall look and mood.

Alignment to Standards

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
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Learning Activities & Key Concepts and Skills

Students will become familiar with the history of the music video.
Students will be able to identify the music video's effect on social and pop culture.
Students will be able to take a video project through the 3 stages of production.
Students will understand why a production crew must work together in a cohesive, organized manner.
Students will be able to create shot lists and storyboards to guide the production process.
Students will demonstrate the safe use of studio equipment during a production.
Students will further develop their camera and editing techniques.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Final Music Video Project #3

Benchmark:

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Alternative:

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Career Education

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Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students learn specific production roles, terminology, symbols, and hand signals that are used for shooting and editing within the TV studio.**

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DEPARTMENT: Applied Technology

COURSE: TV Production

Technology Integration

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate and create, working towards solving authentic problems, or to participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Time Frame	12 Days, Week 11-13
Topic	
TV Advertising	
Essential Questions	
How can advertising influence the purchasing habits of consumers? What production techniques can be used to gain the interest of the viewer? What makes a specific advertisement successful?	
Enduring Understandings	
TV commercials are considered one of the most effective ways to influence consumers. Advertising may be used to inform viewers about goods and services, but the most effective commercials create a feeling or elicit an emotional response.	
Alignment to Standards	
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork. 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.	

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1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Activities & Key Concepts and Skills

Students will continue to collaborate creatively within the TV studio.
Students will work in a full production environment from the beginning planning stages to the end product.
Students will understand what makes an effective sales pitch.
Students will be able to explain why advertising through media is necessary.
Students will develop a concept to advertise, and plan a production around it.
Students will be able to determine the demographic for a specific product or service.
Students will create a commercial using the studio tools previously learned.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Final Commercial Project #4

Benchmark:

-

Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.

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COURSE: TV Production

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students learn specific production roles, terminology, symbols, and hand signals that are used for shooting and editing within the TV studio.**

W.NW.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Students write scripts and develop storyboards to be used as the framework for their TV commercial project.**

Technology Integration

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COURSE: TV Production

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate and create, working towards solving authentic problems, or to participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Time Frame	12 Days, Week 13-15
Topic	
Making the News	
Essential Questions	
How does the news affect society? What makes a good news broadcast? How has the news broadcast changed over time? What will the news broadcast look like in the future? How has the advance in technology changed the way we watch the news?	
Enduring Understandings	
The news media has great power to influence how people think and react to the world around them. The ideal purpose of the news is to report information in an unbiased fashion, however many news outlets may conceal a hidden political agenda that viewers need to take into consideration. The speed and depth of today's news coverage is much greater due to technological advancements made throughout the past decades.	
Alignment to Standards	
8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.	

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COURSE: TV Production

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
1.2.12prof.Pr5c: Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Activities & Key Concepts and Skills

Students will continue to collaborate creatively within the TV studio.
Students will work in a full production environment from the beginning planning stages to the end product.
Students will be able to carry out the duties of a crew member in order to collaborate on a news broadcast project.
Students will understand how to use wireless mic systems for capturing broadcast audio.
Students will assist with 3 point studio lighting for a news broadcast.
Students will become familiar with green screen keying techniques in order to composite multiple video sources.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Final News Broadcast #5

Benchmark:

-

Alternative:

- Daily teacher observations and individualized student feedback.

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COURSE: TV Production

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.

Interdisciplinary Connections

W.SE.9-10.6 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 (MLA or APA Style Manuals).

Students research news topics to develop stories for news broadcasts.

SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. **Students analyze news reports to sort factual information from bias or opinion.**

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COURSE: TV Production

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students write informational news stories and present them on camera during a news broadcast.**

Technology Integration

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate and create, working towards solving authentic problems, or to participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze information and propose a resolution to a real-world problem.

Time Frame	15 Days, Week 16 - 18
Topic	
The Big Production	
Essential Questions	
What is it to adhere to a specific genre while making a film? What is a good topic for making a film? What's the process for taking an idea from paper to screen? What is the most efficient way for the crew to make a movie?	
Enduring Understandings	
A genre is a stylistic or thematic category for a film or TV show, such as action, comedy, mystery, romance, or thriller. An effective film or show requires an engaging topic that viewers can become emotionally invested in. Members of a production team must set aside personal differences in order to collaborate both effectively and efficiently.	

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Alignment to Standards

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
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1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Learning Activities & Key Concepts and Skills

Students will be able to create a 5 minute short film using a chosen genre and 4 story prompts.
Students will understand how to develop a plot and translate it to a working script.
Students will continue to collaborate creatively within the TV studio.
Students will work with others in production groups to plan and execute a full production.
Students will use appropriate technology to film, edit and display their completed work.

Assessments

Formative:

- Daily teacher observations and individualized student feedback.

Summative:

- Production materials (storyboards, scripts, shot lists, outlines)
- Final film
- Student critiques

Benchmark:

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Alternative:

- Daily teacher observations and individualized student feedback.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
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9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4 Design an audio, video and/or film production.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
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Interdisciplinary Connections

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SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. **Students analyze news reports to sort factual information from bias or opinion.**

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SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students write informational news stories and present them on camera during a news broadcast.**

- Students will use video resources and interactive tools to identify key roles on a production crew and learn effective skills needed within the production environment. Students will work hands-on with camera equipment and professional editing software (Adobe Premiere Pro).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- Students will use Google Classroom to collaborate and create, working towards solving authentic problems, or to participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze information and propose a resolution to a real-world problem.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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