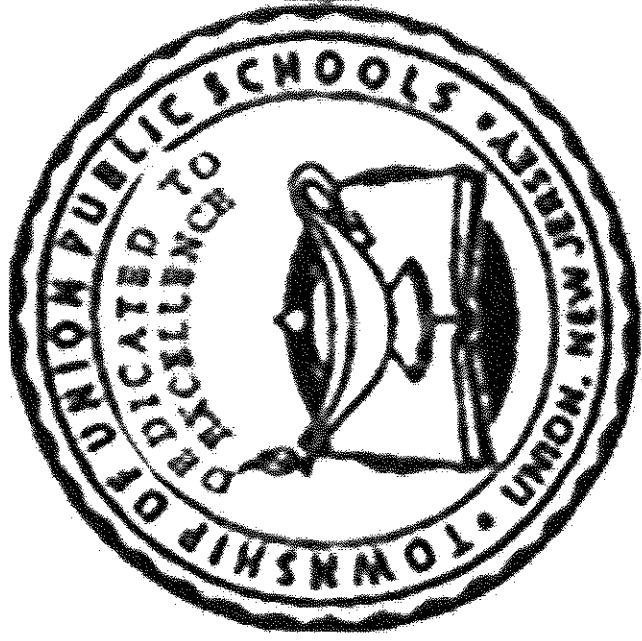


TOWNSHIP OF UNION PUBLIC SCHOOLS



TV Production I

Curriculum Guide

Curriculum Guide Approved June 2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

TV Production 1 is devoted to learning the basics of television production. Students will obtain "hands on" experience in field production and in-studio, through video skill exercises and production, to integrate all learned skills together. Students will expand on the basics of television production learning the production process, pre-production, production and post-production. Students will develop the writing skills needed for television production and will be given responsibilities of producing and directing different types of programming in the studio.

Recommended Textbooks

Television Production and Broadcast Journalism, Third Edition

By: Philip L. Harris and Gil Garcia

Publisher: The Goodheart-Willcox Company, Inc.

Course Proficiencies

Students will be able to...

- ✓ Identify major inventors and events in the field of broadcast TV, film and the radio.
- ✓ Develop basic editing techniques to apply in post-production.
- ✓ Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
- ✓ Understand and demonstrate the operation of all TV studio equipment.
- ✓ Develop ability to translate a script and/or storyboard into an effective video project utilizing all three phases of production.
- ✓ Understand studio production positions and their responsibilities.
- ✓ Demonstrate basic studio operations.
- ✓ Develop the writing skills required for attention grabbing news stories.
- ✓ Demonstrate appropriate on-air talent camera presence and skills.
- ✓ Identify and understand career options in the field of Television Production.

Curriculum Units

Unit 1: Evolution Of Television

Unit 2: Video Editing

Unit 3: Field Equipment

Unit 4: Video Composition

Unit 5: The Production Process

Unit 6: Interviewing Techniques

Unit 7: Studio Equipment

Unit 8: News Broadcasting

Unit 9: TV Programs

Unit 10: Industry Careers

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1: Evolution of Television	APPROX. 15 Days
Unit 2: Video Editing	APPROX. 10 Days
Unit 3: Field Equipment	APPROX. 5 Days
Unit 4: Video Composition	APPROX. 15 Days
Unit 5: The Production Process	APPROX. 35 Days
Unit 6: Interviewing Techniques	APPROX. 35 Days
Unit 7: Studio Equipment	APPROX. 15 Days
Unit 8: News Broadcasting	APPROX. 20 Days
Unit 9: TV Programs	APPROX. 20 Days
Unit 10: Industry Careers	APPROX. 10 Days

Unit 1: Evolution of Television

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the proper classroom procedures and rules in studio and on location?	Discuss and review proper classroom procedures and the rules in studio and on location.	Define professional terms.	Discussion Posts
How did people communicate in the early ages?	Demonstrate an understanding of how one event led to another.	Do Now activities to review key terms and concepts.	"That's A Wrap" Class Tasks
What are key events in the history of radio?	Identify key events/turning points in radio and television.	Take a written safety test that students must pass in order to use any equipment in the classroom.	Class Participation
How did TV evolve out of radio?	Identify inventors/inventions that made a significant development in radio, TV and today's media.	View history TV and film clips.	Group Research Project
What are key events in the history of TV?	Discuss what media is and the 6 major companies involved.	Lecture and discussion of key events and their impact.	Written Safety Test
How has media evolved from the early 20 th century?	Analyze current trends and make predictions about the future of media.	Do Now reviews of historical events and influential figures.	
How is the media viewed in today's world?	9.3.12.AR-AV.1 9.3.12.AR.2	Research current media trends and make a prediction about the future of TV and media.	
		Research and create mini biography of a key figure using PowerPoint.	

Unit 2: Video Editing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do you operate a mac computer?	Demonstrate basic operation of the Mac computer operating system.	Define professional terms.	Discussion Posts
Why is editing so important?	Demonstrate basic operation of Final Cut Pro, how to create a library, project and import clips.	Do Now activities to review key terms and concepts.	"That's A Wrap" Class Tasks
What is the difference between linear editing and non-linear editing?	Identify Final Cut Pro tools and shortcuts for easy editing.	Lecture and discussion on Mac and FCP operation.	Class Participation
What job role is responsible for the editing?	Apply basic editing skills and techniques.	View YouTube videos demonstrating editing techniques with FCP.	"Photo Bio" Project
How do you navigate in Final Cut Pro?	Identify different types of graphics used in projects.	Teacher demonstration of Mac operation and FCP operation.	
What are the tools required to edit using Final Cut Pro?	9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 9.3.12.AR.6	Do Now reviews of key terms and concepts.	
What are the basic editing skills and techniques required to utilize Final Cut Pro?		Apply editing skills and techniques to create "Photo Biography" of yourself.	

Unit 3: Field Equipment

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you operate each piece of field equipment?</p> <p>What is the proper use and storage of field equipment?</p> <p>How do you operate a field camera?</p> <p>How do you set up a field camera properly?</p> <p>What types of microphones can be used in the field?</p>	<p>Demonstrate safe operational procedures with all field equipment.</p> <p>Discuss proper storage of field equipment.</p> <p>Identify parts of the field camera and tripod.</p> <p>Demonstrate basic field camera operation.</p> <p>Demonstrate how to record onto an SD card.</p> <p>Identify different microphones used in field production.</p> <p>Demonstrate proper handling and care of microphones.</p> <p>9.3.12.AR.6 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Lecture and demonstrate safety rules for field equipment.</p> <p>Lecture and discuss parts of the camera and tripod, including the basic operation.</p> <p>Label parts of camera and tripod using correct terminology.</p> <p>Do Now review of key terms and concepts.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Field Equipment Demo Test</p>

Unit 4: Video Composition

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the most effective way to frame a shot?</p> <p>Why are certain angles used for in film?</p> <p>What is the basic camera movements used in filming?</p> <p>What is correct picture composition and why is it important?</p> <p>Why is it important to shot a variety of different shots in one scene?</p> <p>What is continuity in film?</p>	<p>Demonstrate and identify the basic camera shots.</p> <p>Demonstrate and identify different angles and movements.</p> <p>Identify and demonstrate understanding of lead room, headroom and nose room.</p> <p>Identify the effects of field of view, depth of field and closure.</p> <p>Identify and utilize rule of thirds.</p> <p>Demonstrate knowledge of continuity in filming and why it is important to pay attention to details.</p> <p>9.3.12.AR.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Lecture and demonstration of camera shots and techniques.</p> <p>Scavenger Hunt around the campus to demonstrate knowledge of camera frames, angles and movements.</p> <p>Written test to identify the correct frames, angles and movements for picture composition in film.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Scavenger Hunt Project</p> <p>Written Test</p>

Unit 5: The Production Process

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the three stages of production?</p> <p>How do you write a script treatment to pitch your idea?</p> <p>Why do we plan before our shoots?</p> <p>How do you write an audio/video script?</p> <p>What is the use of a storyboard and how do you create one?</p> <p>How do the script and/or storyboard impact your entire production?</p> <p>How do you create a DIY video on YouTube?</p> <p>What is a PSA and why are they used?</p>	<p>Identify three stages of production, pre-production, production and post-production.</p> <p>Discuss what a script treatment is and demonstrate pitching ideas to the class.</p> <p>Discuss importance of storyboard and/or script.</p> <p>Develop proper formatting skills required to write an A/V script</p> <p>Identify components and discuss relevance to the overall production.</p> <p>Discuss what a DIY video is and the rise of YouTube.</p> <p>Discuss what a PSA commercial is and their importance and impact.</p> <p>9.3.12.AR.1 9.3.12.AR-AV.4</p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Develop and pitch DIY YouTube video and PSA commercial.</p> <p>Illustrate scenes on a storyboard.</p> <p>Write and format an A/V script.</p> <p>Create and film a How To... DIY Demo video for YouTube.</p> <p>Create and film a PSA (Public Service Announcement) on an issue that affects high school students.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Field Project 1</p> <p>Field Project 2</p>

Unit 6: Interviewing Techniques

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do you to conduct a proper interview?	Discuss the appropriate steps to take in order to conduct a successful interview.	Define professional terms.	Discussion Posts
How do you write open-ended questions for an on camera interview?	Develop open-ended interview questions.	Do Now activities to review key terms and concepts. Write open-ended interview questions.	“That’s A Wrap” Class Tasks
What is the proper set up for an on camera interview?	Identify proper camera staging and setup for filming an interview.	Demonstrate in front of class how each group will set up their equipment for their interview.	Class Participation
What field equipment is required for an interview?	Review the appropriate camera frames and angles used for the type of interview being conducted.	Lecture and discussion on correct framing and angles, camera presence.	Field Project 3
What is the appropriate camera framing and angles for an interview?	Discuss proper on camera presence when reporting and interviewing others.	Lecture and discussion on the elements required to film a mini documentary.	Field Project 4
How do I voice my opinion professionally on camera?	Discuss proper terminology required to film a successful mini documentary.	Lecture and discuss proper terminology used when filming interview projects.	
What are the elements needed to film a successful mini documentary?	9.3.12.AR-AV.4 9.3.12.AR-JB.2 9.3.12.AR-JB.3		

Unit 7: Studio Equipment

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the job roles one could fill in the TV studio?</p> <p>What are the opportunities available in the work force within these job roles?</p> <p>How many people are needed in the studio to produce an in-studio broadcast?</p> <p>How do you operate each piece of equipment in the control room?</p> <p>What is appropriate camera framing and stage set up for an in studio production?</p> <p>What is cross camera shooting?</p> <p>What is correct camera staging for a 3-camera in-studio production?</p> <p>What happens to a production if the director's cues are not followed with correct timing?</p>	<p>Identify and understand the different job roles within the TV studio production.</p> <p>Demonstrate safe operation of all in-studio equipment in the control room.</p> <p>Identify correct framing, headroom and cross camera shooting with three cameras.</p> <p>Demonstrate proper microphone placement for on camera talent.</p> <p>Read and Speak for the teleprompter.</p> <p>Demonstrate director cues for a studio production.</p> <p>9.3.12.AR.6</p> <p>9.3.12.AR-AV.2</p> <p>9.3.12.AR-AV.3</p> <p>9.3.12.AR-AV.4</p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Research and present a chosen TV studio job role a student would like to fill and/or be interested in pursuing as a career.</p> <p>Demonstrate equipment operation filling the job roles required for operation of each piece of equipment.</p> <p>Practice proper microphone placement with a partner.</p> <p>Practice reading from a teleprompter with a pre-written script.</p> <p>Produce a mock news broadcast filling each of the job roles required for a TV studio production.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Written Studio Equipment Test</p> <p>Equipment Demonstration Project</p>

Unit 8: News Broadcasting

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is broadcast journalism?	Recall the workflow and responsibilities involved in a typical day in a newsroom.	Define professional terms.	Discussion Posts
Who is responsible for what specific jobs in a newsroom?	Develop the writing skills required to write a TV news story for teleprompter.	Do Now activities to review key terms and concepts.	"That's A Wrap" Class Tasks
What does it mean to "write for the ear"?	Identify and practice reporting fair news.	Discuss the different job roles in a studio newsroom setting.	Class Participation
What is the difference between hard news and soft news?	Write clear and attention grabbing intros and outros for a newscast.	Identify different types of news scripts.	Studio Project 1
What is an intro and outro for a newscast?	Develop a script formatted for the teleprompter.	Develop TV news style scripts from online news article sources.	
How do you format a news script for the teleprompter?	Produce a short format morning news show for Union High School.	Practice writing exercises in writing for TV news.	
How do you produce a successful news show?	9.3.12.AR.4 9.3.12.AR-JB.1 9.3.12.AR-JB.2 9.3.12.AR-JB.3 9.3.12.AR-JB.4	Identify and develop a short format morning news show. Group project writing and producing a 3-minute short format UHS Morning News show.	

Unit 9: TV Programs

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the different types of programs on television?</p> <p>When did talks show programs begin?</p> <p>What was the first TV talk show?</p> <p>What are the different genres and themes of a talk show?</p>	<p>Identify different types of TV programs on air today.</p> <p>Discuss the history of talk shows.</p> <p>Discuss different types of genres and themes of talk shows.</p> <p>Analyze different talk show programs on air today.</p> <p>Analyze talk show interviews and discuss the differences between various genres.</p> <p>Write and produce a student run talk show.</p> <p>9.3.12.AR.1 9.3.12.AR-AV.1 9.3.12.AR-AV.4 9.3.12.AR-JB.3 9.3.12.AR-JB.4</p>	<p>Define professional terms.</p> <p>Do Now activities to review key terms and concepts.</p> <p>Lecture and discuss the history of talk shows.</p> <p>Watch and discuss various different talk shows and their theme and genre.</p> <p>Write and produce a talk show with groups.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Studio Project 2</p>

Unit 10: Industry Careers

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What types of jobs are related to TV/film/radio and the communications field?</p> <p>What are the jobs of the technical and non-technical personnel involved in TV/film/radio?</p> <p>What is a reel?</p> <p>How do you write a resume for applying for jobs in the TV/film/radio industry?</p> <p>What is the interview process for a career in the industry?</p> <p>What are some options to continue in this industry post high school?</p>	<p>Create a reel displaying their work done during the school year.</p> <p>Create a resume to use for applying for internships/jobs in the industry in the future?</p> <p>Identify the various different jobs available in both the technical and non-technical areas of the industry.</p> <p>Discuss the interview process when applying for an internship or job in the industry.</p> <p>Discuss the options available in the industry post high school.</p> <p>9.3.12.AR.3 9.3.12.AR.5 9.3.12.AR.6</p>	<p>Lecture and discussion on the various jobs available to students post high school.</p> <p>Write a professional resume to use for applying to internships and entry-level jobs.</p> <p>Practice mock interviews with students applying for jobs in the industry.</p> <p>Create a reel displaying student's work for the school year.</p>	<p>Discussion Posts</p> <p>“That’s A Wrap” Class Tasks</p> <p>Class Participation</p> <p>Final Exam Project</p>

New Jersey Core Curriculum Content Standards Academic Area

9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

CONTENT AREA:	STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
	ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER*
Number	Standard Statement
	<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>
CAREER CLUSTER*:	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
PATHWAY:	A/V TECHNOLOGY & FILM (AR-AV)
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.
PATHWAY:	JOURNALISM & BROADCASTING (AR-JB)
9.3.12.AR-JB.1	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, internet, mobile).

New Jersey Scoring Rubric

**New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric**

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage (see below)	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Sentence Construc-	<ul style="list-style-type: none"> Assortment of incomplete and/or 	<ul style="list-style-type: none"> Excessive monotony/ same 	<ul style="list-style-type: none"> Little variety in syntax 	<ul style="list-style-type: none"> Some errors that do not 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

tion (see below)	incorrect sentences	structure errors	Interfere with meaning	
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> No consistent pattern of errors that do not interfere with meaning 	<ul style="list-style-type: none"> Very few, if any, errors
	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.		
Non-Scorable Responses	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.		
	NE = Not English	Student wrote in a language other than English.		
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.		
	Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 	

Grade Scale:

- 6 = A
- 5 = B
- 4 = C

- 3 = D
- 2 = F
- 1 = 0