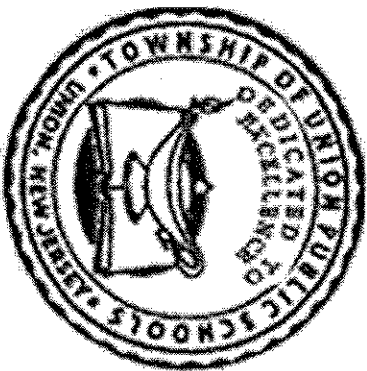TOWNSHIP OF UNION PUBLIC SCHOOLS

TV Production II

Curriculum Guide

Curriculum Guide Approved August 2014

Board Members

Francis "Ray" Perkins, President
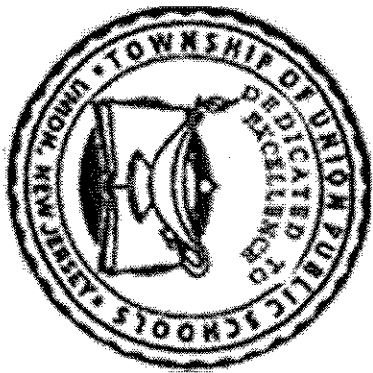
Richard Galante, Vice President

David Arminio

Susan Cooley

Guy Francis

Thomas Layden

Vito Nufrio

Angel Salcedo

TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

Interim Superintendent ....Mr. Gregory Tatum

Assistant Superintendent ....Dr. Noreen Lishak

Director of Student Information/Technology ....Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.........................Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies K-2 .... Ms. Maureen Corbett

Language Arts/Social Studies 3-5 .... Mr. Robert Ghiretti

Mathematics/Science K-2 .... Ms. Theresa Matthews

Mathematics/Science 3-5 .... Ms. Deborah Ford

Guidance K-12/SAC .... Ms. Nicole Ahern

Language Arts/Library Services 8-12 .... Ms. Mary Malyska

Math 8-12 .... Mr. Jason Mauriello

Science 6-12 .... Ms. Maureen Guilfoyle

Social Studies/Business .... Ms. Libby Galante

World Language/ESL/Career Education/G&T/Computer Technology ...... Ms. Yvonne Lorenzo

Art/Music .... Mr. Ronald Rago

TELEVISION PRODUCTION II

Curriculum Committee Members:

Karen Gainey

Table of Contents

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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

The **TV Production II** curriculum is designed to refine skills learned in **Intro to TV Production** and develop additional advanced skills in television production. In this two semester classes, students will first review and refine developed skills from **Intro to TV Production**. The students will learn basic lighting techniques, performing as on screen talent, and directing different types of programming. In the second semester, the students will develop their own original programming; concentrate on postproduction and Electronic Field Production (EFP). Projects include production of news stories, music videos and various other in-school projects. Students are encouraged to participate in after school event taping for air on UNIONTV34. Students will also be able to develop their own ideas into shows to be aired on Union TV 34.

Recommended Textbooks

Zettl, Herbert. <u>Television Production Handbook: 10th edition</u>, Belmont, CA Wadsworth Publishing Company, 2009.

Course Proficiencies

Students will be able to...

∨ Demonstrate the basic photographic principle (triangle lighting) when lighting in a studio and ENG production.

∨ Demonstrate ability to operate camera, audio board, and switcher.

∨ Demonstrate technical proficiency with professional quality computer software used in non-linear, digital video editing.

∨ Demonstrate basic knowledge and ability of studio/single camera production.

∨ Develop an independent and responsible attitude towards completing production projects.

∨ Develop an ability to translate a script or an event into an effective television picture and sound.

∨ Identify the directing terminology that is essential for proper coordination of talent and crew.

∨ Understand the use of preproduction, production and postproduction time.

∨ Demonstrate the different camera shot uses.

∨ Participate in the production of after school activities

Curriculum Units

Unit 1: Equipment Safety

Unit 2: Basic Skills review and refine

Unit 3: Production Essentials

Unit 4: Directing

Unit 5: Post Production_

Unit 6: Electronic Field Production

Pacing Guide- Course

Content	Number of Days
Unit 1: Equipment Safety	approx. 7 days
Unit 2: Basic Skills review and refine	approx. 20 days
Unit 3: Production Essentials	approx. 30 days
Unit 4: Directing	approx. 40 days
Unit 5: Post Production	approx. 50 days
Unit 6: Electronic Field Production	approx. 25 days

Unit 1; Equipment Safety

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is the safe use and practice of each specific piece of equipment in the classroom?	Identify safety hazards	In class demonstration of proper safety precautions and procedures with the corresponding equipment	Written Safety Test
	Review how to prevent accidents		Project grade
	Demonstrate safe operational procedures of all equipment	"Do Now" reviews of safety rules and concepts	Demonstration of safe, appropriate practice throughout semester
	Demonstrate proper storage of all equipment		
	Demonstrate appropriate behavior around the equipment in class		
	9.4.12.C.36		
	9.4.12.C.41		
	9.4.12.C.46		

Unit 2: Basic Skills review and refine

Essential Questions	Instructional Objectives/ Skills and Benchmarks (*CPIs*)	Activities	Assessments
How do you properly setup and operate a camera?	Demonstrate the operation and functions of the camera and intercom. Demonstrate camera shots.	In-class demonstration of camera & Intercom setup and breakdown. "Do Now" review of key terms and concepts	Written test Practical Test
How do you properly setup and operate audio?	Demonstrate the operational controls of audioboard and mic types.	Cooperative learning group work on the operation of equipment	Group project grade Activity grades
How do you work the production switcher?	Demonstrate the operational controls of the switcher. 9.4.12.C.(2).7 9.4.12.C.(1).1 9.4.12.C.(1).4 9.4.12.C.(2).7	Cooperative learning group work on the operation of equipment	Practical Test

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How do you record your projects?	Demonstrate knowledge of video recording and storage systems.	In class discuss and demo of video recording in TV studio.	Exit card Practical test
How do you create a graphic for production?	Demonstrate knowledge of graphic create and appropriate safe area.	Cooperative learning group work on the operation of equipment	Individual practical test
What are techniques needed for the TV performer?	Demonstrate on camera talent performance both visual and audio.	Cooperative learning group work on the operation of equipment	Group project grade Individual practical test
	9.4.12.C.(1).1 9.4.12.C.(2).2 9.4.12.C.(1).4 9.4.12.C.(2).7 9.4.12.C.(1).6	Cooperative learning group work on the operation of equipment	Group project grade Individual practical test

Unit 3: Production Essentials

Essential Questions	Instructional Objectives/ Skills and Benchmarks (*CPIs*)	Activities	Assessments
What is Preproduction?	Discuss the importance of excellent preproduction skills for projects.	In class discuss of preproduction.	Group project Written Test
	Identify specific important skills.	Identify and list skills needed for specific important points. For example: location selection, proper script,...	
How do you write a script and/or storyboard?	Discuss importance of storyboard and/or script in creation of a video project package	Create script and/or storyboard for a video package	Project Rubric Activity grades
How do the script and/or storyboard impact your final product?	Identify components and discuss relevance to the overall production	"Do Now" review of key terms and concepts	
	9.4.12.C.(1).6 9.4.12.C.(2).2		

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What does it mean to shoot for editing?	Demonstrate different skills for shooting for editing.	Cooperative learning group work on continuity skills.	Group Project grade
	Discuss and identify skills needed for recognize appropriate continuity.		
What is the basic lighting principle? What are different lighting techniques? What is a lighting plot?	Demonstrate triangle lighting, different lighting styles and drawing a lighting plot, using studio and ENG lighting kit.	Demonstrate knowledge of different styles. Cooperative learning on triangle lighting principle.	Lighting plot drawing. Practical test
	Demonstrate proper technique for hanging lights and ladder safety	Cooperative learning group in lighting a set. "Do Now" reviews of terminology and functions	
	9.4.12.C.(1).1 9.4.12.C.(2).2 9.4.12.C.(1).4 9.4.12.C.(2).7 9.4.12.C.(1).6		

Unit 4: Directing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
What is the role of director?	Discuss and Identify the Director's role with script, talent, production crew, and pre/post production.	Cooperative learning group in creating a project.	Written Test
	Identify director terminology.	Identifying appropriate camera shot choices.	Practical Test
	Demonstrate multi camera directing procedures.		Group project
	Discuss the need for rehearsals.		
	Demonstrate director's roles during production.		
	9.4.12.C.(1).1 9.4.12.C.(2).2 9.4.12.C.(1).4 9.4.12.C.(2).7 9.4.12.C.(1).6		

Unit 5: Post Production

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is non-linear editing?	Identify editing terminology.	In class demonstration of Final Cut Pro x using groups raw footage	Written Test
	Understand the basic edit principle.		Practical Test
	Understand the meaning and purpose of control track and time code.	At least three cooperative learning group production projects.	Group Project
	Demonstrate proper continuity in editing.	Complete a hands-on edit exercise.	
	Practice proper labeling techniques for tapes.		
	Refine skills of the non linear editing system.	"Do Now" review of key terms and concepts	
	Understand the role of director in editing.		
	Identify shoot for editing techniques.		
	Demonstrate editing for continuity.		
	9.4.12.C.(1).5 9.4.12.C.(2).3		

Unit 6: Electronic Field Production

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What is EFP?	Class discussion of big remote production; differences between studio and field production. Demonstration how the portable production unit from Township works.	In class demonstration of the operation of unit. At least two coooperative learning group production projects.	Written Test Practical Test Group Project

New Jersey Core Curriculum Content Standards

Academic Area

NJ World Class Standa
Content Area: 21st-Century Life

9.4 Career and Technical Ed

ContentArea	21st-Century Life and Careers
Standard	9.4 Career and Technical EducationAll students who complete a career and technical education prog professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
Strand	C. Arts, A/V Technology, & Communications Career Cluster
Pathway	(1) Audio & Video Technology and Film
By the end of grade	Content Statement
	CPI#

12	Systems:	9.4.12.C.(1).1	Demonstrate knowledge and understanding of how technical product systems.
	• Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations.		
	• Key organizational systems impact organizational performance and the quality of products and services		
	• Understanding the global context of 21st-century industries and careers impacts		

• business operations.			
Employability and Career Development: Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(1).2	Examine and summarize careers in this pathway to build an understandin	
Technical Skills: Technical knowledge and skills play a role in all careers within the cluster and pathway.	9.4.12.C.(1).3	Employ knowledge and skills related to audio production equipment t	
	9.4.12.C.(1).4	Employ knowledge and skills related to video productio	
	9.4.12.C.(1).5	Edit audio and video productions to demonstrate basic	
	9.4.12.C.(1).6	Design an audio-video production to acquire an under	

Content Area	21st-Century Life and Careers		
Standard	**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. (For descriptions of the 16 career clusters, see the Career Clusters Table.)		
Strand	**C. Arts, A/V Technology, & Communications Career Cluster**		
By the end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
Safety, Health, and Environment:	Demonstrate knowledge of personal and jobsite safety rules and regulations used to maintain safe and healthful working conditions and environments.	9.4.12.C. 36	
Implementation of health, safety, and environmental management systems and organizational policies and	Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.	9.4.12.C. 41	
	Apply safety procedures commonly used in this cluster when operating equipment to demonstrate a broad understanding of important safety practices.	9.4.12.C.4 6	

procedures impacts organizational performance, regulatory compliance, and continuous improvement .

9.4 Career and Technical Education

ContentArea	21st-Century Life and Careers
Standard	**9.4 Career and Technical Education** All students who complete a career and technical education established professions that lead to technical skill proficiency, credentials, certificates, licenses, and
Strand	**C. Arts, A/V Technology, & Communications Career Cluster**
Pathway	**(2) Journalism & Broadcasting**

By the end of grade	Content Statement	CPI#
	9.4.12.C.(2).3	Demonstrate knowledge and understanding of how technical support can be	
	productions.	

Systems:

- Roles within teams, work units, departments, organizations, inter-organizational

systems, and the larger environment impact business operations.

- Key organizational systems impact organizational performance and the quality of products and services.

- Understanding the global context of 21st-century industries and careers impacts business operations.

Technical Skills:		
9.4.12.C.(2).7	Demonstrate the ability to plan and deliver a broadcast produ

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)	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful

					risks	
• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent	• Details very few, if any, errors
Usage (see below)	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction (see below)	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Mechanics (see below)	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

Non-Scorable Responses		
NR = No Response		Student wrote too little to allow reliable judgment of his/her writing.
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
• Communicates intended message to intended audience • Relates to topic	• Tense formation • Subject-verb agreement • Pronouns usage/agreement	• Variety of type, structure, and length • Correct construction	• Spelling • Capitalization

- Opening and closing
- Focused
- Logical progression of ideas
- Transitions
- Appropriate details and information

- Word choice/meaning
- Proper modifiers

- Punctuation

Grade Scale:

6 = A

5 = B

4 = C

3 = D

2 = F

1 = 0