



West Windsor-Plainsboro Regional School District
TV Production Grades 9-12 Practical

Unit 0: TV Production
Content Area: TV Production
Course & Grade Level: TV Production – Grade 12
Summary and Rationale
The West Windsor-Plainsboro Regional School District recognizes the importance of the study 21 st Century Life and Careers standards. Additionally, it is also believed this learning should not be taught in isolation and cross curricular and career ready practices are embedded in every unit of study. Unit 0 is incorporated into each unit of study of this curricular document.
Recommended Pacing:
ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.
Interdisciplinary Connections
Grades 9-10
Progress Indicators Reading Science and Technical Subjects
Key Ideas and Details <u>RST.9-10.1.</u> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. <u>RST.9-10.2.</u> Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>RST.9-10.3.</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Craft and Structure <u>RST.9-10.4.</u> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> . <u>RST.9-10.5.</u> Analyze the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). <u>RST.9-10.6.</u> Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Career Ready Practices

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

TV Production	
Content Area: Language Arts	
Course & Grade Level: TV Production, 9-12	
Summary and Rationale	
<p>Television Production is a disciplined curriculum intended for students committed to furthering their communication skills through advanced video learning activities. The course is designed to enhance student communication skills in all content areas and to provide a strong foundation for students who desire to continue their studies in humanities and / or communications through college and beyond. The course is also designed to provide a foundation for those students who desire to continue their studies specifically in the field of video. However, while students will exit broadcasting courses with specific technical skills, it is the strong belief of the high school broadcasting program that it is even more crucial to use technology to further develop Language Arts skills, to develop an appreciation for the use of Language Arts skills in real life contexts, and to continue to foster a love of learning.</p> <p>Consistent with the entire broadcasting program, the Television Production curriculum. Will revolve around the philosophy that excellent productions begin with strong writing and preparation. Instruction will stress: cooperative learning; student based exploration; elements of writing and production workshop including drafting, revising, peer response, critical editing and [mal product; portfolio assessment; performance assessment; both student and teacher led discussion, and a multiple intelligence learning approach. The curriculum is mostly performance-based, with the degree of hands-on experience dependent upon the equipment supplied by the district.</p> <p>It is expected that students in this course have some proficiency as readers, writers, and public speakers, as well as proficiency in the handling and use of video and audio equipment; the course is designed to enrich and enhance these already existing skills. A challenging, intense learning environment will be established, which will require work beyond the regular class period.</p>	
Recommended Pacing	
135 days	
State Standards	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The student will appreciate the role of writing and preparation as helpful tools, not only for video productions, but for his/her everyday life The student will continue to develop his/her own voice through writing and producing The student will appreciate and respect all that is involved in putting together the video productions he/she views on television The student will gain confidence in his/her ability to lead The student will gain confidence in his/her technical abilities The student will develop an appreciation for the aesthetics of video production 	

<ul style="list-style-type: none"> The student will develop an understanding of the role and responsibilities of the media in society, past and present 			
Unit Essential Questions			
<ul style="list-style-type: none"> What makes various types of broadcasts effective? Why is audience important when making decisions about programming? How can effective use of technology enhance productions? 			
Objectives			
Students will know: <ul style="list-style-type: none"> How to write and speak clearly and correctly, in appropriate formats for television production About the history of television, and gain an understanding of the role, the effect, and the responsibility of the media in society Communicate ideas and express voice through various genres of television production including interviews, documentaries, newscasts and news packages, sitcoms, music videos, variety shows, talk shows, etc. Both the definition and application of video terms Skills as a director of both live productions and camcorder video shoots The various roles, fundamentals, and equipment used in television productions, including: producer, director, assistant director, talent, character generator (CG operator), teleprompter, lighting, audio engineer, switcher (technical director), editor, etc. Basic camera techniques and properly frame the basic shots in television production (extreme close up, close up, medium close up, long shot, pan, tilt, dolly, truck, zoom, etc.) before moving to more advanced techniques 			
Students will be able to: <ul style="list-style-type: none"> Review and pass a video fundamentals practicum to demonstrate mastery of the basic skills of television production Critically view and analyze various professional productions to discover professional video formats and techniques Create a short silent production which tells a story solely through camera work Write, plan, produce and edit local public service announcements Write, plan and produce short documentaries on community and school issues, that will involve in-studio production, field production, interviews, footage, voiceovers, editing, etc. Plan and produce interviews in various formats, live and edited productions Study news packages, and then create his/her own news packages, as part of a class newscast. The student will have a role in the class newscast Plan and produce a music video that portrays a message and story Serve as a crew member in other students' studio and out -of-studio productions Script (when a script is appropriate) and storyboard all productions, and plan productions through a variety of other writing tasks 			
Evidence of Learning			
Assessment			
Common Assessment 1.1			
Competencies for 21st Century Learners			
	Collaborative Team Member		Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner
Resources			

Suggested Resources:

- [Discovery Education](#)
- [PBS LearningMedia](#)
- [BBC Filmmaking](#)
- [TeachingTV: Mediasmarts.ca](#)
- [Student Television Network](#)
- [Empire Magazine](#)
- [KFTV](#)
- [BFI Education and Research](#)
- [David Bordwell's Cinema Site](#)