Unit 11 - Careers in TV / Video Production

Content Area: **English**
Course(s): **English I, TV Video Production II**
Time Period: **June**
Length: **1**
Status: **Published**

Unit Overview

In this unit, students will explore the various career opportunities available in the TV/Film industries. Students will create video "infomercials" for the job they have been assigned.

Enduring Understandings

- Careers in TV and Film vary in scope, responsibility and in terms monetary compensation.

- Using graphics, such as lower thirds, enhance the desired message of any production.

- The infomercial is essentially a longer, more comprehensive TV commercial that requires a written script and often a spokesperson.

Essential Questions

- What are the careers available to those interested in entering the TV or Film industry?

- How does using the simple graphics that Final Cut Pro offers enhance the student-producer's message?

- How is the infomercial used to sell products to consumers?

Lesson Titles

- Research A Career Using The Internet

- Career Opportunities In TV / Film

- What Would You Be Interested In?

Student Learning Objectives (SLOs)

Students will be able to ...

list different types of career paths in TV / Video Production.

examine and determine which career opportunity would best fit them in the field of TV / Video Production.

ITEC.9-12.1	Audio & Video Technology and Film

Standards/Indicators

ITEC.9-12.9.4.12.C.(1).2	Examine and summarize careers in this pathway to build an understanding of available opportunities.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

WORK.9-12.9.2.12.A	Income and Careers

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Equal opportunity employer for AAPI

Materials Used: https://www.paramount.com/careers/experienced

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic: Sustainability in tv production

Materials Used: https://www.forbes.com/sites/sap/2022/02/28/how-film-production-is-becoming-more-sustainable-and-profitable/?sh=212995f85bad

Addresses the Following Component of the Mandate:

- Economic
- Political

LGBTQ and Disabilities Mandate

Topic: Equal opportunity employer for LGBT and Disabilities

Materials Used: https://www.paramount.com/careers/experienced

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Holocaust Mandate

Topic: The changes of TV and how it addresses racism

Materials Used: https://time.com/5861848/entertainment-racism-reckoning/

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Prejudice

Warm-Up

- Vocabulary Words
- Steps And Procedures
- Nocti Sample Questions

Anticipatory Set

- Youtube.com & Vimeo.com (Video Examples)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Students will come into class and begin working on the warm-up. After going over the warm-up, I will explain the daily objective to the students and lead them through an instructional activity. After I guide them through the activity, I will allow them to break off into small groups to work on their own individual assignments. At the end of the period I will assess what the students understand.

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications

-
  - Alternate assignments/enrichment assignments
  - Enrichment projects
  - Extension activities
  - Higher-level cooperative learning activities
  - Pairing direct instruction with coaching to promote self-directed learning
  - Provide higher-order questioning and discussion opportunities
  - Provide texts at a higher reading level
  - Tiered assignments
  - Tiered centers

Closure
- Thumbs Up / Thumbs Down

Formative Assessment

- Explain What Matter (Tell A Classmate)

Summative Assessment

- Performance Based Video Project
- Written Assessment

Benchmark Assessments

Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Technology

- Apple iMac Computers
- Safari Internet
- Final Cut Pro
- Motion
- Compressor
- Canon 60D DSLR Cameras
- MediaCollege.com

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.