

Unit 2: Broadcast Studio Production 2019

Content Area: **English**
Course(s): **English I, TV Video Production III**
Time Period: **October**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Students become responsible for every phase of a magazine format production, culminating in a project that may be broadcast through cable access, closed circuit, or other distribution avenues. Each student will assume a role on the production team in the pre- production, production, and post-production phases of the show. Almost every aspect of the digital filmmaking & video production curriculum is incorporated into the course as the students draw on previously learned skills to produce a successful show.

Enduring Understandings

- * Videos designed for broadcast purposes must adhere to specific principles and standards.
- * Proficiently producing a live newscast requires the impeccable orchestration of numerous crew members completing their jobs.

Essential Questions

- * What makes a story news worthy?
- * How is the live production process similar/different from the film-style editing process?
- * What are the essential pieces of equipment in producing a live telecast?
- * What are the essential jobs required to produce a live telecast?

Standards/Indicators

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-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.

Inter-Disciplinary Connections

LA.9-12.RI

Reading: Informational Text

LA.9-12.SL

Speaking and Listening

Equity Considerations

Holocaust Mandate

Topic: Gender imbalance in the media

Materials Used: <https://www.rbr.com/study-suggests-gender-imbalance-continues-in-tv-news/>

Addresses the Following Component of the Mandate:

- Bias
- Prejudice

Climate Change

Topic: Bringing sustainability to broadcasting

Materials Used: <https://www.tvtechnology.com/opinion/bringing-sustainability-to-the-broadcasting-and-video-streaming-sector>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

LGBTQ and Disabilities Mandate

Topic: LGBT Broadcasters for research

Materials Used: <https://www.advocate.com/politics/media/2014/09/16/50-most-influential-lgbt-people-media>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Asian American Pacific Islander Mandate

Topic: Doubling representation in TV broadcast

Materials Used: <https://www.tvtechnology.com/news/nielsen-asian-representation-in-streaming-tv-shows-nearly-doubles>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Warm-Up

- Journal Entry (Google Docs)
- Equipment Challenges (Shot Activity To Gain Insight What The Student Remembers)

Anticipatory Set

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

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

Students are to quietly enter the room and put their belongings into their own personal organizers. From there, they are to log onto their computers and wait for further instructions. Further instructions / activities could include ...

- Watching A Visual Example on the Smartboard
- Watching A New Technique Illustrated
- Troubleshooting & Learning From Previous Missteps
- Classwide Discussion
- Independent Filming / Editing Time

* Main strategy is provide information / visual examples to the students and then have them illustrate the knowledge they gained with their own personally created video projects.

Remembering, **Understanding, Applying, Analyzing**, Evaluating, **Creating** (items for this UNIT are highlighted in bold)

Closure

- * Gallery Walk
- * Review It (Thumbs Up / Thumbs Down / Sideways)
- * Stop / Go / Proceed w/ Caution

Modifications

ELL Modifications:

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- 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

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

Formative Assessment

- Explain What Matter (Tell A Classmate)
- Muddiest / Clearest Point
- Observation
- Peer Assessment
- Self-Assessment
- Exit Card
- Debriefing

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

Technology

- Apple iMac Computers
- Google Chrome Internet
- Google Docs
- Final Cut Pro X

- Apple Motion
- MacX YouTube Downloader
- Canon 60D DSLR Cameras
- MediaCollege.com
- YouTube.com

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.