Television Production 2

Course Compendium

This is an intermediate level course in the theory and techniques of TV production. This course reinforces the technical knowledge learned in TV Production 1, and furthers the understanding of studio productions. Technical and communication skills are emphasized for successful broadcast performance related to the television industry, specifically in a studio setting.

UNITS OF STUDY*

Unit 01: Intermediate Camcorder Techniques
Unit 02 : Intermediate Non-Linear Editing
Unit 03: Broadcasting Basics
Unit 04: Lighting a Scene Unit
Unit 05: Interviews Unit
Unit 06: News Productions Unit
Unit 07: Mockumentary - Creating Fiction in Truth Unit
Unit 08: Control Room Jobs Unit
Unit 09: Morning Show Production
Unit 10: Broadcast News
Unit 11: Short Film Review

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

RST.9-10.4. 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 grades 9-10 texts and topics.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

21st Century Life and Careers

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.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence
9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
9.3.ST.4 Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
9.3.ST-ET.4 Apply the elements of the design process.
9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.

Technology

8.1 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.
8.1 Educational Technology: A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.12.A.CS1 Understand and use technology systems.
8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.
8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: C. Design: The design process is a systematic approach to solving problems.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

- Extended time
- Simplified / verbal instructions
- Frequent breaks

WIDA Can Do Descriptors for Grade 9-12
WIDA Essential Actions Handbook
FABRIC Paradigm
Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Students Receiving Special Education Services

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Preferential seating
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Considerations for Special Education Students 6-12
National Center on Universal Design for Learning - About UDL
UDL Checklist
UDL Key Terms

Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Knowledge and Skill Standards in Gifted Education for All Teachers
Pre-K-Grade 12 Gifted Programming Standards
Gifted Programming Glossary of Terms

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

At Risk Learners / Differentiation Strategies

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas
Homogeneous Grouping

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Varied Product Choices
Stations/Centers
Work Alone/Together

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*