Television Production 3
Course Compendium

UNITS OF STUDY*

Unit 01 : Camera
Unit 02 Advanced Non Linear Editing
Unit 03: Script Writing
Unit 04: Setting up a Story
Unit 05 Compositing Techniques
Unit 06: Film Contest Preparation
Unit 07: Studio Production
Unit 08: Takeover Productions
Unit 09: Film Contest
Unit 10: Music Videos

This course fulfills the graduation requirement for career education/practical arts. This is an advanced level course in the theory and techniques of TV and Digital Video production. Students will develop storytelling skills and use equipment consistent with independent filmmaking. The majority of the year is spent on honing technical skills to eventually submit work to a film competition. Students are also required to participate in all phases of a production in the school's television studio, and might produce segments for the morning announcements throughout the school year. Technical and communication skills are emphasized as related to the television industry. Additional time outside of the school day is required for recording events.

INTERDISCIPLINARY CONNECTIONS

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

RST.11-12.4. 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 11-12
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.

Science Connections
HS -ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

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.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

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.

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world 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 Educational Technology: B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: C. Design: The design process is a systematic approach to solving problems.

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced 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).	- Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - 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	- Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - 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

Group Investigations Homogeneous Grouping	Independent Research & Projects Project-Based Learning Tiered Activities/Assignments 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 Exploration by Interest Flexible Grouping Goal-Setting with Students Open-Ended Activities Stations/Centers Work Alone/Together

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