Television Production 4

Course Compendium

This course fulfills the graduation requirement for career education/practical arts. This advanced course continues refining the skills developed in TV 1, 2, and 3. Students in TV 4 produce a daily morning news show and the content for the show. Students experience both location and studio production opportunities while utilizing a variety of research and interview techniques. Students work collaboratively towards the completion of special request programming for the school, their peers and the community.

UNITS OF STUDY*

Unit 0I: Show Productions
Unit 02: Camera
Unit 03: Editing
Unit 04: Directing a Live Show
Unit 05: Audio Engineer
Unit 06: Switcher (Technical Director)

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.
CRP6. Demonstrate creativity and innovation.
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.

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.

**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
- 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

Advanced Learners

- 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

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