Unit 2- Studio Production Equipment/Script Writing

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Belleville Public Schools

Curriculum Guide

Unit 2-Studio Production Equipment/Script Writing

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ryan Sheridan

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

Students will define and label parts of the MX70, Character Generator, Audio Board, Tape Deck, and Teleprompter. They will also name and describe the personnel and their functions of a three camera production crew. Students will explain how basic script formats are created and describe a basic dramatic story structure. Students will create a storyboard and explain the differences between analog and digital processes.

Enduring Understanding

Students will understand that....

Broadcasting is a form of marketing and advertisement

TV provides a venue to differentiate storytelling

TV provides access to all individuals of what events are taking place in the world

Many career opportunities are in the communication world and not just in front of the camera

Television scripts and screenwriters are needed to produce content broadcasted on television

Essential Questions

Can the student list and operate all personnel within the broadcasting studio?

Is the student able to prepare a script? (Ex. Comedy, Action, News, Drama)

Is the student able to understand how a news show script is created?

Can the student understand what are goal-directed programs?

Can the student explain the differences between analog and digital processes?

Can the student explain what is digitization processing and quantizing?

Is the student able to list benefits of digital television? Explain what is in your personal homes.

Exit Skills

Students will be able to.....

Identify all parts and operation mechanisms of the MX70, Character Generator, Audio Board, Tape Deck, and Teleprompter

Name all personnel used in the production of a three camera production and their job functions

Produce and create a storyboard

Explain the differences between analog and digital process and which is used today

Create a dramatic story structure and create the production with classmates

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.AR-AV	A/V Technology & Film
9.3.12.AR-AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
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.

Interdisciplinary Connections

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Learning Objectives

Students will be able to....

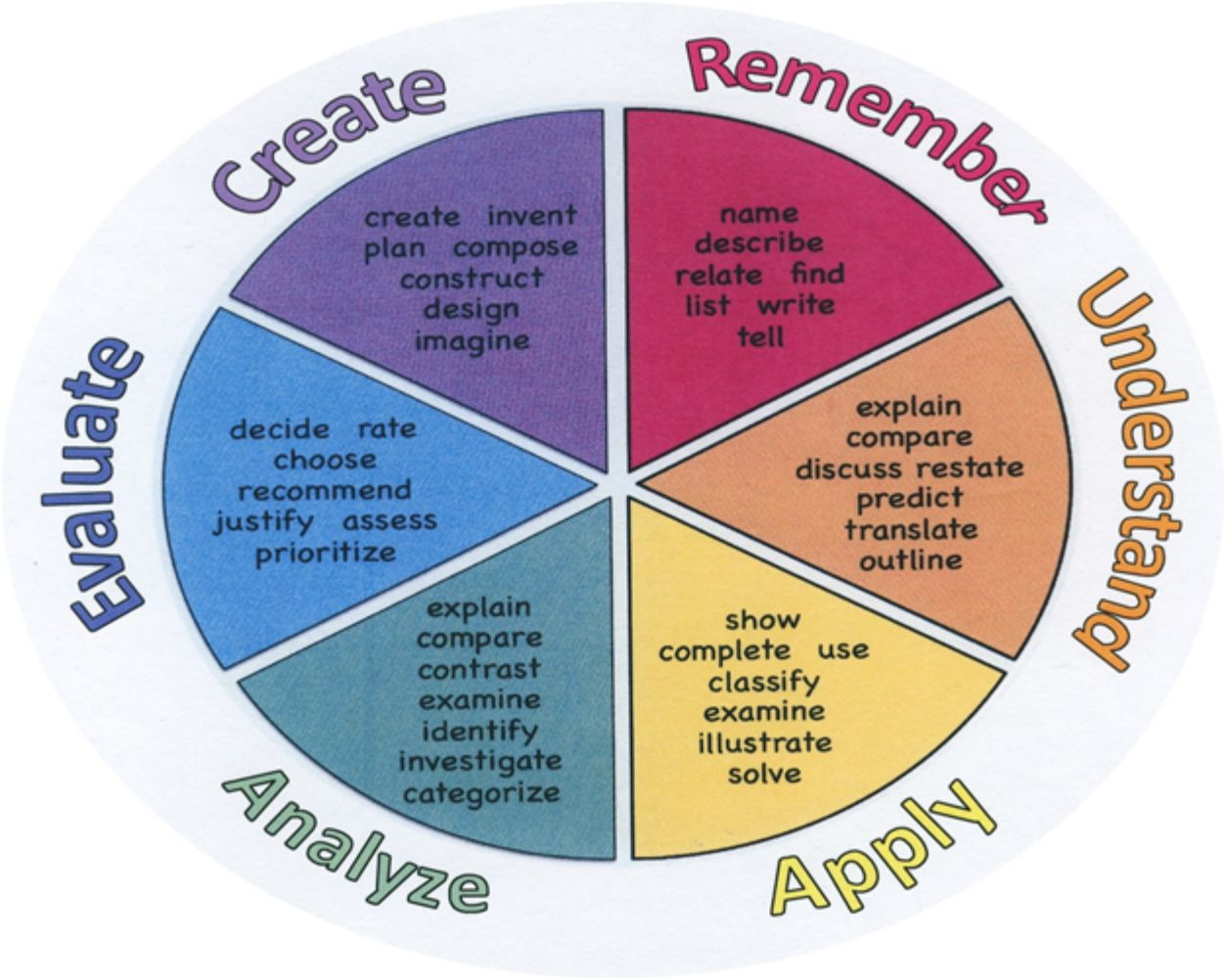
Prepare and Operate individual pieces of broadcast equipment throughout the studio

Create and explain how to format a script for a production

Generalize what the audience/viewer is looking for during a production

Interpret the difference between analog and digital broadcast technologies

Remember	Understand	Apply	Analyze	Evaluate	Create
	Classify				
	Defend	Choose			
	Demonstrate	Dramatize			
	Distinguish	Explain			
	Explain	Generalize			Combine
Choose	Express	Judge	Categorize		Compose
Describe	Extend	Organize	Classify		Construct
Define	Give Examples	Paint	Compare	Appraise	Design
Label	Illustrate	Prepare	Differentiate	Judge	Develop
List	Indicate	Produce	Distinguish	Criticize	Formulate
Locate	Interrelate	Select	Identify	Defend	Hypothesize
Match	Interpret	Show	Infer	Compare	Invent
Memorize	Infer	Sketch	Point out	Assess	Make
Name	Match	Solve	Select	Conclude	Originate
Omit	Paraphrase	Use	Subdivide	Contrast	Organize
Recite	Represent	Add	Survey	Critique	Plan
Select	Restate	Calculate	Arrange	Determine	Produce
State	Rewrite	Change	Breakdown	Grade	Role Play
Count	Select	Classify	Combine	Justify	Drive
Draw	Show	Complete	Detect	Measure	Devise
Outline	Summarize	Compute	Diagram	Rank	Generate
Point	Tell	Discover	Discriminate	Rate	Integrate
Quote	Translate	Divide	Illustrate	Support	Prescribe
Recall	Associate	Examine	Outline	Test	Propose
Recognize	Compute	Graph	Point out		Reconstruct
Repeat	Convert	Interpolate	Separate		Revise
Reproduce	Discuss	Manipulate			Rewrite
	Estimate	Modify			Transform
	Extrapolate	Operate			
	Generalize	Subtract			
	Predict				



Suggested Activities & Best Practices

-Students will become familiar with the MX70

-Students will be able to identify and operate the MX70 withing the production setting

-Students will produce a live show using the technology equipment within the classroom

-Student will be able to create a script format for production

Assessment Evidence - Checking for Understanding (CFU)

-Students will be given quizzes to determine if mastery of studio equipment (MX70,Audioboard) was reached.-benchmark assessment

-Students will evaluate a news production and critique positive and negative production aspects.

Unit test-summative assessment

Evaluation rubric-formative assessment

Multimedia reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

10th Edition- Television Production Handbook- "Zettl"

Youtube Video Contests

Hands on operation of all broadcasting equipment

Ancillary Resources

Video production studio tours of production studios (Ex. NBC, Fox News, MOPO Production Studio)

Youtube tutorials of video production equipment

I-Movie editing tutorial

Technology Infusion

HD Canon XA 10/Mini-DV Panasonic Cameras will be used to film activities. Videoonics Character Generator will be used to upload all credits. Apple Mac Book- Editing software programs- Final Cut Studio, Adobe Premiere Pro, Vegas Studio will be used to edit all productions. Desktop PC's- Research local and world news stories for " Live Shows"

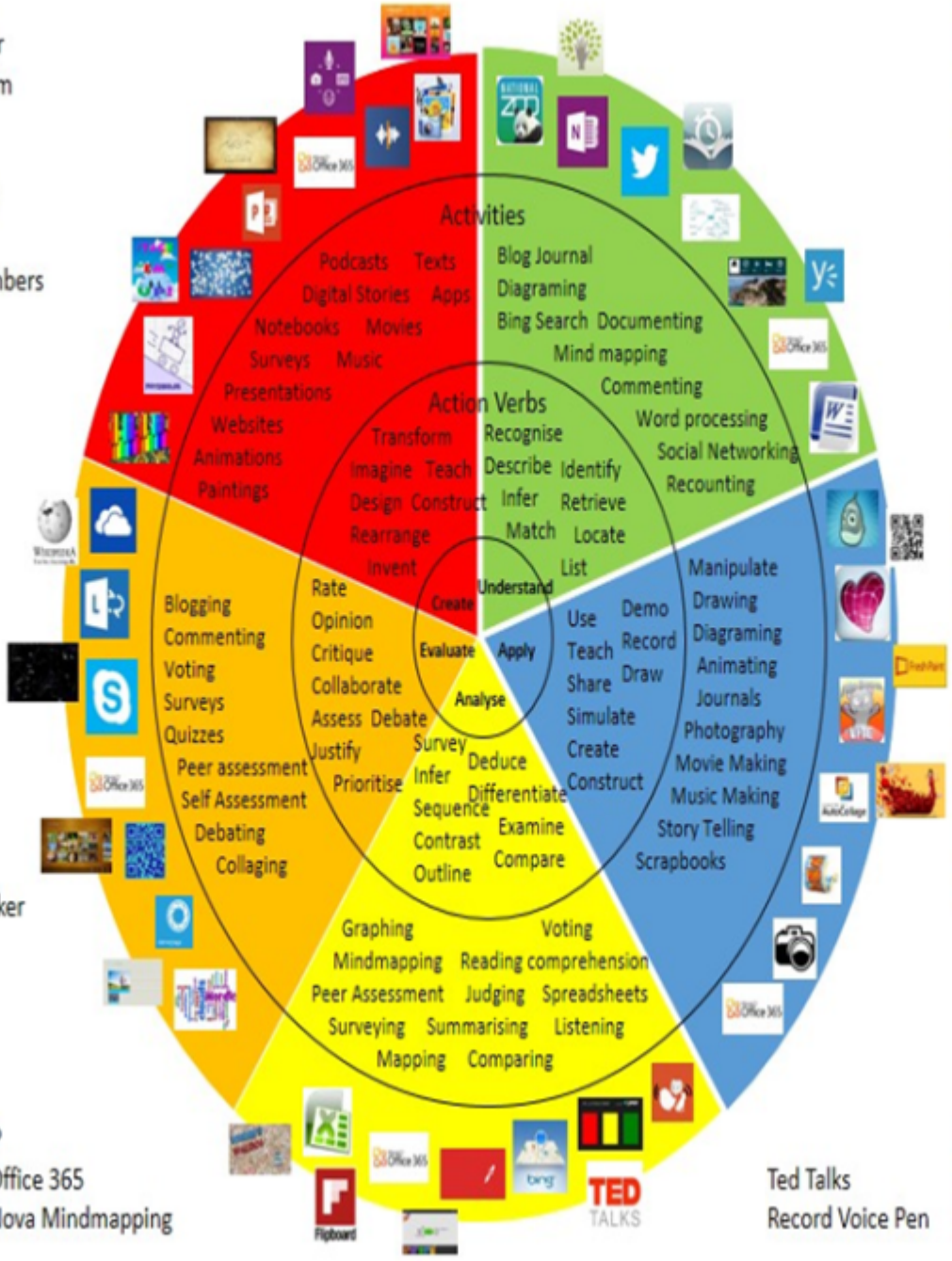
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

-Students will work in small groups operating the MX70, Audioboard, and character generator

-Students will be given extra time to master the operation of MX70, Audioboard, and character generator.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

-Students will work with assigned partner in order to master production equipment use

-Students will be given extra time for written test and hands on test for all equipment in unit

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

-Students will be paired up with a student whom speaks same language to assist in technology lessons on MX70, audioboard, and character generator

-Students will be allowed to correct all errors to ensure proper use of equipment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Peer to peer tutoring will be arranged as needed for students to master all equipment use

-Students can help peers take notes and photocopy all notes on equipment for students as needed

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Students will create an advanced Audioboard soundtrack for display in production

-Students will troubleshoot any additional equipment issues when problem arises during show

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson