

# Unit 02: The Production Process

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

---

### New Jersey Student Learning Standards

---

#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Cr3	Refining and completing products.
MA.9-12.1.2.12prof.Pr	Producing
MA.9-12.1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Re	Responding
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn	Connecting
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen

	understanding.
AAAA.K-12.1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.2.6	Display emotional resilience by persisting in information searching despite challenges.
AAAA.K-12.1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.2	Seek divergent perspectives during information gathering and assessment.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.1.4.3	Monitor gathered information, and assess for gaps or weaknesses.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

MA.9-12.1.2.12prof.Cr	Creating
MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Cr3	Refining and completing products.
MA.9-12.1.2.12prof.Pr	Producing
MA.9-12.1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Re	Responding
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn	Connecting

MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

---

MA.9-12.1.2.12prof.Cr	Creating
MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Cr3	Refining and completing products.
MA.9-12.1.2.12prof.Pr	Producing
MA.9-12.1.2.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Re	Responding
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn	Connecting
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

---

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

---

see Crosswalks

## **21st Century Life and Careers**

---

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Stage I: Desired Results

---

### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

Unit Rationale  
The purpose of this unit...

### Meaning

---

### Essential Questions

---

Essential Questions

Why is it important to plan the entire production?

What are the five parts of pre-production? What are the requirements of production? What is essential during post-production?

Why is a script the most important document in a production?

Why is brainstorming important to the creation process?

What is the program objective and how does it effect the viewing audience?

What are the medium requirements and why do you need them?

How does EFP differ from ENG?

## **Enduring Understanding/Indicators of Understanding**

---

Enduring Understanding/Indicators of Understanding

organize the details for moving from original idea to finished product.

write pre-production, organize production and perform post-production.

understand the importance of moving from idea to script and from script to production details.

understand the importance of brainstorming ideas.

determine the program objective.

plan the medium requirements used in productions.

delineate between ENG and EFP.

## **Acquisition (Student Learning Objectives)**

---

## **Knowledge**

---

### Knowledge

Students will know...

the production model shows four distinct processes.

the production phases are pre-production, production and post production.

that pre-production is the key factor in maximizing video production efficiency and effectiveness.

that creativity means coming up with good ideas on a consistent basis.

that formulating a program objective, deciding on the angle and evaluating the entire concept leads to writing the script.

that the medium requirements includes deciding on all technical and non-technical personnel, facilities and equipment.

## **Skills**

---

### Skills

Student will be skilled at ...

creating meaningful production ideas.

determining location, crew members and equipment necessary to complete a production.

completing all phases of pre-production for an effective message.

## **Stage 3: Learning Plan**

---

## **Resource and Mentor Texts**

---

Resources and Mentor Texts

Video Basics 7 by Zettl 2013

Worksheets

Celtx

<https://www.celtx.com/index.html>

## **Formative Assessment Strategies**

---

Formative Assessment Strategies

Chapter Test

[VBCh1&2Tst.doc](#)

## **Learning Activities/Unit of Study**

---

Learning Activities/Unit of Study

Reading and annotating Chapter 1

Defining production terms

Brainstorming a fictional commercial

Practice writing treatments, run-downs, scripts, storyboards, floor plans, production logs and edit logs

[floorplan.doc](#)

[storyboards16x9.doc](#)

[TV2rundown.xls](#)

[TV2storyboarding.doc](#)

[Video Script TV2.dot](#)

[All Treatment Templates- 2.docx](#)

[VBCh1outline.doc](#)

## **Modifications and/or Accommodations**

---

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.