

# Television Production II

**Unit Title:** Developing Film Ideas (Unit 1)

## Stage 1: Desired Results

### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

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

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

### Central Idea / Enduring Understanding:

The students will experience what it's like to make their own short film. They will explore the entire process from idea conceptualization to launch. Along the way they'll work with other students to take on the position similar to that of a real film studio.

### Essential/Guiding Question:

-What are some cool ideas people will want to know more about?

- Who is the target audience?

- How long does the project need to be? note: It is better to create movies that make people think and have more questions than answers about the subject being discussed.

- What are your initial goals?

- Is it clichéd? Have others done it? Is it anything new?

- How do you plan to shoot it?

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	<ul style="list-style-type: none"> <li>• Where would it be ideal to shoot?</li> <li>• Do you need to get any permissions before or during the shoot?</li> <li>• What equipment do you think you will need?</li> <li>• What are your other needs: music, other media assets (Photos, Graphics)</li> </ul>
<p><b><u>Content:</u></b></p> <p>-Beginning stages of filmmaking</p> <p>-Mapping/audience analysis</p> <p>-1:00 short film production</p> <p><b><u>Work Based Learning:</u></b></p> <p>*Field Trips to local television stations (i.e. KYW Philadelphia, WHYY Philadelphia)</p> <p>*Skills USA Competitions</p> <p>*Career Opportunities Day hosted here at PTHS</p> <p>*Field Trip to Rowan University's School of Broadcast Journalism</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Coming up with ideas and mapping them are the most important components of moviemaking. In this lesson, students brainstorm movie ideas using a visual thinking software tool such as Inspiration. Each student comes up with three movie ideas. Students then work in groups to choose three of those movies. They develop a detailed plan for each that includes timelines, roles and responsibilities, and production needs. Students peer review each other's plans. To help students understand the importance of having a plan, they then make a one-minute movie about an object. This also gives them practice in visual storytelling.</p>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p>-Students will create a 1:00 minute film: A Day in the Life of "X"</p> <p>-Students will learn how to generate ideas, brainstorm ideas, and create a map of how the project will progress. This is a fundamental part of the moviemaking process</p>	<p><b><u>Other Evidence:</u></b></p> <p>-In the production part of the lesson, students will use an HD camcorder, use multiple angles and composition techniques, and gain a continuing understanding of how to do story editing in Final Cut Pro. Students will be assessed using production rubric.</p>

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because it acts as the project's business plan.

-Student will learn to create a planning structure, make and adhere to timelines, define responsibilities, and establish a set of checks and balances between the people and the project's goals.

-The planning process not only helps the finished product, it can help students later in life. In the business world, what they have developed in this lesson are the fundamental components of a business plan. This will help them in all professions.

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Anchor Activities  
Centers/Stations  
Choice Boards  
Four Sides  
Heads Together  
Jigsaw  
KWL Charts  
Reflection and Response  
Socratic Seminar  
Think-Pair-Share  
Think-Tac-Toe  
Academic vocabulary and language  
Accountable talk  
Cooperative learning  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Discovery/Inquiry Based Learning  
Document based questions  
Effective Questioning  
Field Experience  
Flexible/strategic grouping  
Formative/Strategic grouping  
Graphic organizers  
Hands on learning  
Homework and practice  
Identifying similarities and differences  
Integration of content area  
Learning centers  
Lecture  
Modeling  
Journaling  
Note Taking  
Project based learning  
Reciprocal Teaching  
Role Play  
Student goal setting  
Student self assessment  
Summarizing  
Targeted feedback  
Word Wall  
Guest Speakers  
Generating and Testing Hypotheses

#### Resources:

Television Studio  
Mac Computers  
Final Cut Pro Editing Software  
Digital Cameras  
Tripods  
Microphones  
Internet  
Guest Speakers

Text: ***Television Production & Broadcast Journalism***, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Independent study, open-ended projects, and writing prompts, and writing conferences with the instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the TV Production 2 class.	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in Television Production 2 class. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the Television Production 2 class.	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

### Unit Title: From Script to Storyboard (UNIT 2)

## Stage 1: Desired Results

### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

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.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile)

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea / Enduring Understanding:</u>  -A major facet of the planning process is the <i>storyboard</i> , the map that provides instructions to the actors, camera-person, editor, and support team. The usual storyboard resembles a set of comic book drawings. Like comic books, storyboards communicate as much information as possible with a combination of artwork and text. Most movies are still created this way so storyboarding is a great skill to have.		<u>Essential/Guiding Question:</u>  -Where can I find a storyboard sheet? APP?  -Which elements do I use in the storyboard?  -What are the benefits of storyboarding?  -Does the storyboard reflect what I want to produce?
<u>Content:</u>  -Pre-visualization is not only a great skill to have as a moviemaker, it is a great skill as a leader. Storyboards, shot lists, and screenplays are three parts of the planning process that help communicate to the production and post-production team the goals for the project. Although they are not always essential for every project, aspects of the three always appear in a well-developed movie project.		<u>Skills(Objectives):</u>  -Students will demonstrate the ability to create a storyboard.  -Students will work collaboratively to develop a treatment and present it to an audience.  -Assessment will be based on clarity of ideas, amount of detail, and did storyboard properly reflect scene.
<u>Work Based Learning:</u>		

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<p>*Field Trips to local television stations (i.e. KYW Philadelphia, WHYY Philadelphia)</p> <p>*Skills USA Competitions</p> <p>*Career Opportunities Day hosted here at PTHS</p> <p>*Field Trip to Rowan University's School of Broadcast Journalism</p>	
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### Interdisciplinary Connections:

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## Stage 2: Assessment Evidence

### Performance Task(s):

-In this lesson, students first create storyboards from existing scripts for plays or movies.

-They then develop storyboards from original ideas for a film they will create.

-Students will create storyboards from one-act plays, plays that students may have already read in English class, such as those by Shakespeare, or scripts from movies that have been made. Students will need just one or two scenes to storyboard.

### Other Evidence:

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Anchor Activities  
Centers/Stations  
Choice Boards  
Four Sides  
Heads Together  
Jigsaw  
KWL Charts  
Reflection and Response  
Socratic Seminar  
Think-Pair-Share  
Think-Tac-Toe

### Resources:

Text: **Television Production & Broadcast Journalism**, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

Final Cut Pro Editing Software

Microphones

HD Video Cameras

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<p>Academic vocabulary and language</p> <p>Accountable talk</p> <p>Cooperative learning</p> <p>Cues, questions, activating prior knowledge</p> <p>Debate</p> <p>Direct instruction</p> <p>Current Events</p> <p>Discovery/Inquiry Based Learning</p> <p>Document based questions</p> <p>Effective Questioning</p> <p>Field Experience</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Hands on learning</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Learning centers</p> <p>Lecture</p> <p>Modeling</p> <p>Journaling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Role Play</p> <p>Student goal setting</p> <p>Student self assessment</p> <p>Summarizing</p> <p>Targeted feedback</p> <p>Word Wall</p> <p>Guest Speakers</p> <p>Generating and Testing Hypotheses</p>	<p>Internet</p> <p>Storyboard templates/examples</p>
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### Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each unit and lesson in this course contains the ability for the teacher to incorporate enriching activities for high-achieving students. Pre-testing, curriculum compacting, tiered activities, learning contracts, learning centers, and anchor activities all help high-achieving students work at a pace that enables their success. Independent study, open-ended projects, and writing prompts, and writing conferences with the	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid on grade level students achieve critical reading, writing, and thinking skills. Compacting flexible grouping, jigsaw activities, instructional ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all	The curriculum for this course contains a number of instructional strategies, routines, and activities to aid struggling students achieve critical reading, writing, and thinking skills. Pre-assessments, interest inventories, learning contracts, choice boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:



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<p>instructor also give these students the opportunity to pursue their individual interests within the classroom setting. Higher-level questions in both written and oral assignments, along with increased complexity and decreased structure in writing assignments also help high-achieving students to gain a deeper, broader understanding of the material in the TV 2 course.</p>	<p>present in multiple ways that students can access learning in the classroom. The use of anchor activities learning centers/stations, tiered activities, alternative assessments, and open-ended assignments and projects also help on grade level students reach success in TV 2 class. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the TV 2 course.</p>	<p>and multiple intelligence instruction, and graphic organization help these students access the information and learning. Pre-testing vocabulary, using audio texts and leveled texts, and providing graphic organizers to encourage active reading and annotating make texts more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.</p>	<p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### Unit Title: Working with Audio (UNIT 3)

### Stage 1: Desired Results

#### Standards & Indicators:

#### **New Jersey Student Learning Standard 9.3-Career and Technical Education.**

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.

9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile)

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

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	Advanced search techniques can be used with digital and media resources to locate information and to check



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		the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
<b><u>Central Idea / Enduring Understanding:</u></b>  Students will learn the function of recording sound. They will learn about the different types of sound recording microphones. They will also gain an understanding of how sound works and how it is recorded. Also, students will learn about audio levels, mixing, effects, the use of music in movie productions, and the laws about using other people's music.		<b><u>Essential/Guiding Question:</u></b>  -What is sound?  -What are the different types of microphones?  -Which microphone should be used for a certain situation?  -Should I use music?  -Should I use sound effects?
<b><u>Content:</u></b> This is how audio is recorded professionally. Having this knowledge and added skill set will make students that much more valuable to a set. Movie producers take sound very seriously and invest in the people who understand it. In particular, documentary filmmaking is based on what is said; therefore, sound is king for movies.  <b><u>Work Based Learning:</u></b> *Field Trips to local television stations (i.e. KYW Philadelphia, WHYY Philadelphia)  *Skills USA Competitions  *Career Opportunities Day hosted here at PTHS  *Field Trip to Rowan University's School of Broadcast Journalism		<b><u>Skills(Objectives):</u></b> • Understanding Audio Levels • Under Modulation vs Over Modulation - Microphone positioning - Audio distortion - Audio Fades & Mixes
<b><u>Interdisciplinary Connections:</u></b> Research to Build and Present Knowledge NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.		

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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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

### Stage 2: Assessment Evidence

#### Performance Task(s):

-Students demonstrate their knowledge of the functions of the different microphone systems.

-Also, they test different mic systems for varied recording situations (interview vs. narrative).

-They make their own audio recordings and normalize and equalize them for best quality.

-Finally, they demonstrate how to sync external audio to the recorded video in Final Cut Pro.

#### Other Evidence:

-Students will produce a short 1:00-2:00 minute montage using at least 3 different types of microphones. This project give them understanding of the flexibility in the different types of microphones.

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Anchor Activities  
Centers/Stations  
Choice Boards  
Four Sides  
Heads Together  
Jigsaw  
KWL Charts  
Reflection and Response  
Socratic Seminar  
Think-Pair-Share  
Think-Tac-Toe  
Academic vocabulary and language  
Accountable talk  
Cooperative learning  
Cues, questions, activating prior knowledge  
Debate  
Direct instruction  
Current Events  
Discovery/Inquiry Based Learning  
Document based questions  
Effective Questioning  
Field Experience  
Flexible/strategic grouping

#### Resources:

Text: **Television Production & Broadcast Journalism**, Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.

Final Cut Pro Editing Software

HD Video Cameras

Microphones

Internet

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Formative/Strategic grouping Graphic organizers Hands on learning Homework and practice Identifying similarities and differences Integration of content area Learning centers Lecture Modeling Journaling Note Taking Project based learning Reciprocal Teaching Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses	
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### Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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	grade level students reach success in TV 2. The use of graphic organizers, writing workshops, peer and instructor review and conferences, and revision opportunities help on grade level students strengthen writing skills in the TV 2 course.	more accessible to all readers. Questions at multiple levels and along Bloom's Taxonomy, formative assessments, and literature circles help struggling students through the reading process to ensure comprehension.	
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### PACING GUIDE

Television Production 2	Resource	Standards
MP		
UNIT 1: Developing Film Ideas  30 Days	Text: <b>Television Production &amp; Broadcast Journalism</b> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.  Final Cut Pro X Video Editing Software/Apple IMac  -Panasonic AG-AC90A HD Camera  -Google Classroom  -Wired & Wireless Microphones	9.4.12.C.(1).1    9.4.12.C.(1).2. 9.4.12.C.(1).3    9.4.12.C.(1).4 9.4.12.C.(1).5    9.4.12.C.(1).6
UNIT 2: From Script to Storyboard  30 Days	Text: <b>Television Production &amp; Broadcast Journalism</b> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018.  -Panasonic AG-AC90A HD Camera  -Google Classroom  -Wired & Wireless Microphones	9.4.12.C.(1).1    9.4.12.C.(1).2. 9.4.12.C.(1).3    9.4.12.C.(1).4 9.4.12.C.(1).5    9.4.12.C.(1).6
UNIT 3: Working with Audio	Text: <b>Television Production &amp; Broadcast Journalism</b> , Phillip L.	9.4.12.C.(1).1    9.4.12.C.(1).2. 9.4.12.C.(1).3    9.4.12.C.(1).4

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30 Days	<p>Harris &amp; Gil Garcia. GW Publisher, Copyright 2018.</p> <p><i>-Panasonic AG-AC90A HD Camera</i></p> <p><i>-Google Classroom</i></p> <p><i>-Wired &amp; Wireless Microphones</i></p> <p><i>-Final Cut Pro X Video Editing Software/Apple Imac</i></p>	9.4.12.C.(1).5    9.4.12.C.(1).6
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