

Television Production III

Unit Title: Documentary Movies 101—A Roll and B Roll (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.

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

<u>Standard</u>	<u>Performance Expectations</u>	<u>Core Ideas</u>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.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., 1.4.12.prof.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 purpose of this unit is to introduce A-roll and B-roll footage, the reasons for each, and how they are used. Students will learn how to add dimension to their stories by intercutting primary shots with alternating footage. This unit will enhance students' stories visually so they will communicate more readily to viewers.

Essential/Guiding Question:

- What are proper interviewing techniques?
- Am I using the proper shot composition?
- Have I brought the correct microphone?
- Have I listened to the interview, or had a teammate listened to the interview?
- What type of B roll do we need?
- Did we shoot enough B roll?

Content:

- Interviewing techniques
- Gathering A-Roll & B-Roll
- Identifying proper B-Roll selection
- Camera Operation/Microphone Operation
- Sequence based videography

Skills(Objectives):

- Portfolio building
- Directing
- Producing
- Editing
- Audio Engineering

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<p>Work Based Learning:</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>-Videography</p> <p>-Storyboarding</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):

Students will be assessed on the creation of a short interview on a given topic. Students then find footage that shows what the interviewee is talking about and edit it together.

Other Evidence:

Students will also view projects from amateur, as well as professional producers and critique them for their strengths and weaknesses.

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

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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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	
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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 3 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 TV 3 skills. 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	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	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

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	Television Production 3 class.	circles help struggling students through the reading process to ensure comprehension.	
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Unit Title: Post Production/Final Cut Editing (UNIT 2)

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.

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

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.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

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		problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea / Enduring Understanding:</u> -The Apple based Final Cut Pro X (FCPX) editing software is used throughout the television/film industry to edit television shows, news packaged, feature films, etc...This unit will build upon the FCPX skills learned in TV 1 and go deeper into this powerful editing software.		<u>Essential/Guiding Question:</u> Have I gathered all of my media? Do my interviews look and sound good? Have I clearly logged and identified all of my interviews and B roll in order to make the editing easier? What is the desired length of this project? Does my piece need transitions?
<u>Content:</u> -Students will learn to work on the following tasks in Final Cut Pro X: • Logging and transferring • Working with clips • Trimming clips • Working with audio • Effects and transitions • Titling • Exporting movies <u>Work Based Learning:</u> *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		<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>Interdisciplinary Connections:</u> Research to Build and Present Knowledge NJSLSA.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. 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		

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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):

-The students will display their FCPX skills as they capture, edit and finalize their ongoing documentary styled news package.

-The students will be working in groups and have the ability to critique each other's work.

Other Evidence:

The teacher will sit with students and assess them as they are actually editing on the software while asking questions of the student for evaluation purposes.

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

Resources:

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

Final Cut Pro Editing Software

FCPX Editing tutorials (online) & APPS

Microphones

HD Video Cameras

Internet

Storyboard templates/examples

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Role Play Student goal setting Student self assessment Summarizing Targeted feedback Word Wall Guest Speakers Generating and Testing Hypotheses			
<u>Differentiation</u> *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. 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 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 3 course.	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 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 3 skills. 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 3 course.	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 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.	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

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Unit Title: Producing a Documentary (UNIT 3)

Stage 1: Desired Results

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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.

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<p><u>Content:</u></p> <p>The students will create a full-length documentary, then edit a shortened version of the same film. This will be a major component of their student portfolio of all the content they've produced in their time as a television student at PTHS.</p> <p><u>Work Based Learning:</u></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><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Editorial Judgment - Continuity Editing (Video) - Creative Questioning - Managing staff (peers) - Deadline based video editing
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Interdisciplinary Connections:

Research to Build and Present Knowledge

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Stage 2: Assessment Evidence

Performance Task(s):

This project puts all of the pieces together. Students will demonstrate knowledge of the content and structure of moviemaking. They will demonstrate collaboration, problem solving, creative thinking, and project management. Also, they will connect the purpose of the product of filmmaking with a process that supports it. A culture of feedback will be created to help monitor progress and add value to the production. Students will now have the right questions to ask when asking for feedback from others. Self-evaluation and peer evaluation are essential competencies to achieve.

Other Evidence:

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Anchor Activities
Centers/Stations
Choice Boards
Four Sides

Resources:

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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	Final Cut Pro Editing Software HD Video Cameras Microphones Internet FCPX Editing tutorials (online) & APPS
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Differentiation

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<p>their success. 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 3 course.</p>	<p>ladders, KWL charts, literature circles, scaffolding, varied questions and texts, and multiple levels of intelligence options all 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 3 skills. 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 3 course.</p>	<p>boards, flexible grouping and interest centers or interest groups help struggling students by identifying focal points for instruction and learning. Scaffolding, tiered instruction, multisensory 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>small group instruction for reading/writing</p> <p>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</p>
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PACING GUIDE

Television Production 3	Resource	Standards
MP		
UNIT 1: Documentary Movies 101—A Roll and B Roll 30 Days	Television Studio Text: <i>Television Production & Broadcast Journalism</i> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018. Mac Computers Final Cut Pro Editing Software Digital Cameras Tripods Microphones Internet Guest Speakers	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

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UNIT 2: Post Production/Final Cut Editing 30 Days	Text: <i>Television Production & Broadcast Journalism</i> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018. Final Cut Pro Editing Software FCPX Editing tutorials (online) & APPS Microphones HD Video Cameras Internet Storyboard templates/examples	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: Producing a Documentary 30 Days	Text: <i>Television Production & Broadcast Journalism</i> , Phillip L. Harris & Gil Garcia. GW Publisher, Copyright 2018. Final Cut Pro Editing Software HD Video Cameras Microphones Internet FCPX Editing tutorials (online) & APPS	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