

MANCHESTER REGIONAL HIGH SCHOOL

TV/VIDEO PRODUCTION II

REVISED  
2015

## **Manchester Regional High School Board of Education**

Ellen Fischer, President  
Joseph Foti, Vice President  
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### **Administration**

Dr. Michael A. Wanko, Superintendent of Schools (Interim)  
Mr. John Serapiglia, Business Administrator  
Dr. Richard J. Ney, Principal  
Mr. Chris Wacha, Assistant Principal

### **Supervisor of Technology**

Mr. Jonathan Banta

### **Curriculum Committee for TV & Video 2**

Mr. Jonathan Banta  
Mr. Michael Yob

## **COURSE DESCRIPTION:**

The focus is on creating original content for MRHStv, Manchester's public, educational and government station. Class includes project-based learning, creating serialized television shows and short movies which spotlight community groups and organizations. Students will learn advanced editing techniques, use software to compliment non-linear based editing, utilize stop-motion techniques and special effects including green screen production.

## **COURSE DATA:**

Length of Course:

Credits:

Periods Per Week:

Classification: Elective

Prerequisite: Successfully completed TV/Video Production 1

## **EVALUATION:**

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter, which has been taught. Teachers will evaluate student progress by utilizing standardized tests, teacher-made quizzes and tests, oral questioning, class participation, homework, special projects, special exams, and other school records.

## **EVALUATION CRITERIA:**

Evaluation will be based on the following weighted components:

Formal tests	20%
Participation	20%
Homework	10%
Projects (Alternative assessment)	50%

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

**A. COURSE TITLE:** TV/Video Production 2

**B. COURSE PROFICIENCIES:**

After completing a course in TV/Video Production 2, the student should be able to:

1. Identify resources for filming and editing Morning Announcements
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for Morning Announcements
3. Demonstrate competency in all areas: Scripting, Pre-Production, Filming, Editing, Producing Morning Announcements Show
4. Analyze and debate ways to change production flow of Morning Announcement Broadcast
5. Assemble parts and edit together into cohesive morning announcements program
6. Design introductions for Morning Announcements
7. Design and Produce short film sets to be included in morning announcements
8. Evaluate peers, critique self and others
9. Identify resources for filming and editing MRHStv News
10. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for MRHStv News
11. Demonstrate competency in all areas of MRHStv News Production: Scripting, Pre-Production, Filming, Editing, Producing
12. Analyze and debate ways to change production flow in MRHStv News
13. Assemble parts and edit together into cohesive morning MRHStv News program
14. Design introductions for MRHStv News
15. Design and Produce short film sets to be included in MRHStv News
16. Evaluate peers, critique self and others
17. Identify parts of Promotional video on Manchester Regional High School
18. Evaluate and Assess new information to be added on top of "standard" information
19. Troubleshoot and correct technical and production errors
20. Collect information from faculty and students for inclusion in Open House video
21. Formulate shooting schedule
22. Estimate, then revise time needed to accomplish each part of informational video
23. Critique final video and adjust video accordingly
24. Utilize previously learned skills by creating short film from idea-through-production
25. Organize and Assess resources for filmmaking
26. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
27. Select proper resources to complete task
28. Demonstrate time management skills

## **STUDENT OUTCOMES**

The student will be able to:

### **Unit 1: Morning Announcements -10 Weeks**

1. Identify resources for filming and editing Morning Announcements
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for Morning Announcements
3. Demonstrate competency in all areas: Scripting, Pre-Production, Filming, Editing, Producing Morning Announcements Show
4. Analyze and debate ways to change production flow of Morning Announcement Broadcast
5. Assemble parts and edit together into cohesive morning announcements program
6. Design introductions for Morning Announcements
7. Design and Produce short film sets to be included in morning announcements
8. Evaluate peers, critique self and others

#### **Standards and CPI's:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

### **UNITII: MRHStv News -10 Weeks**

1. Identify resources for filming and editing MRHStv News
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for MRHStv News
3. Demonstrate competency in all areas of MRHStv News Production: Sc1ipting, Pre-Production, Filming, Editing, Producing
4. Analyze and debate ways to change production flow in MRHStv News
5. Assemble parts and edit together into cohesive morning MRHStv News program
6. Design introductions for MRHStv News
7. Design and Produce short film sets to be included in MRHStv News
8. Evaluate peers, critique self and others

#### **STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

### **UNITIII: OpenHouse Video -10 Weeks**

1. Identify parts of Promotional video on Manchester Regional High School
2. Evaluate and Assess new information to be added on top of "standard" information
3. Troubleshoot and correct technical and production errors
4. Collect information from faculty and students for inclusion in Open House video
5. Formulate shooting schedule

6. Estimate, then revise time needed to accomplish each part of informational video
7. Critique final video and adjust video accordingly

**STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

**UNIT IV: Short-Form Filmmaking-10 Weeks**

1. Utilize previously learned skills by creating short film from idea-through-production
2. Organize and Assess resources for filmmaking
3. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
4. Select proper resources to complete task
5. Demonstrate time management skills

**STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

## **References for TV Production 2**

Kingdon, Tom. Total Directing: Integrating Camera and Performance in Film and Television. Beverly Hills, CA: Silman James Press, 2004

Zettl, Herbert. Television Production Handbook. Belmont, CA: Thomson Higher Education, 2006

Vineyard, Jeremy. Setting Up Your Shots: Great Camera Moves Every Filmmaker Should Know. Studio City, CA: Michael Wiese Productions, 1999

TV/VIDEO PRODUCTION III

Grade 11-12

Revised 2015

## **Manchester Regional High School Board of Education**

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Dr. Richard J. Ney, Principal  
Mr. Chris Wacha, Assistant Principal

### **Supervisor of Technology**

Mr. Jonathan Banta

### **Curriculum Committee for TV & Video 3**

Mr. Jonathan Banta  
Mr. Michael Yob



**COURSE DESCRIPTION:**

The focus is on creating original content for MRHStv, Manchester's public, educational and government station. Class includes project-based learning, creating serialized television shows and short movies which spotlight community groups and organizations. Students will learn advanced editing techniques, use software to compliment non-linear based editing, utilize stop-motion techniques and special effects including green screen production.

**COURSE DATA:**

Length of Course:	Full Year
Credits:	Five- weighted
Periods Per Week:	Five
Classification:	Elective
Prerequisite:	Successfully completed TV/Video Production 2

**EVALUATION:**

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter, which has been taught. Teachers will evaluate student progress by utilizing standardized tests, teacher-made quizzes and tests, oral questioning, class participation, homework, special projects, special exams, and other school records.

**EVALUATION CRITERIA:**

Evaluation will be based on the following weighted components:

Formal tests	20%
Participation	20%
Homework	10%
Projects (Alternative assessment)	50%

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

**A. COURSE TITLE:** TV/Video Production 3

**B. COURSE PROFICIENCIES:**

After completing a course in TV/Video Production 3, the student should be able to:

1. Identify resources for filming and editing Morning Announcements
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for Morning Announcements
3. Demonstrate competency in all areas: Scripting, Pre-Production, Filming, Editing, Producing Morning Announcements Show
4. Analyze and debate ways to change production flow of Morning Announcement Broadcast
5. Assemble parts and edit together into cohesive morning announcements program
6. Design introductions for Morning Announcements
7. Design and Produce short film sets to be included in morning announcements
8. Evaluate peers, critique self and others
9. Identify resources for filming and editing MRHStv News
10. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for MRHStv News
- II. Demonstrate competency in all areas of MRHStv News Production: Scripting, Pre-Production, Filming, Editing, Producing
12. Analyze and debate ways to change production flow in MRHStv News
13. Assemble parts and edit together into cohesive morning MRHStv News program
14. Design introductions for MRHStv News
15. Design and Produce short film sets to be included in MRHStv News
16. Evaluate peers, critique self and others
17. Identify parts of Promotional video on Manchester Regional High School
18. Evaluate and Assess new information to be added on top of "standard" information
19. Troubleshoot and correct technical and production errors
20. Collect information from faculty and students for inclusion in Open House video
21. Formulate shooting schedule
22. Estimate, then revise time needed to accomplish each part of informational video
23. Critique final video and adjust video accordingly
24. Utilize previously learned skills by creating short film from idea-through-production
25. Organize and Assess resources for filmmaking
26. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
27. Select proper resources to complete task
28. Demonstrate time management skills

## **STUDENT OUTCOMES**

The student will be able to:

### **Unit 1: Morning Announcements -10 Weeks**

1. Identify resources for filming and editing Morning Announcements
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for Morning Announcements
3. Demonstrate competency in all areas: Scripting, Pre-Production, Filming, Editing, Producing Morning Announcements Show
4. Analyze and debate ways to change production flow of Morning Announcement Broadcast
5. Assemble parts and edit together into cohesive morning announcements program
6. Design introductions for Morning Announcements
7. Design and Produce short film sets to be included in morning announcements
8. Evaluate peers, critique self and others

#### **Standards and CPI's:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

### **UNITII: MRHStv News - 10Weeks**

1. Identify resources for filming and editing MRHStv News
2. Discriminate and differentiate between news stories to choose "acceptable" updates and place them in correct categories for MRHStv News
3. Demonstrate competency in all areas of MRHStv News Production: Scripting, Pre-Production, Filming, Editing, Producing
4. Analyze and debate ways to change production flow in MRHStv News
5. Assemble parts and edit together into cohesive morning MRHStv News program
6. Design introductions for MRHStv News
7. Design and Produce short film sets to be included in MRHStv News
8. Evaluate peers, critique self and others

#### **STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

### **UNITIII: OpenHouse Video - 10Weeks**

1. Identify parts of Promotional video on Manchester Regional High School
2. Evaluate and Assess new information to be added on top of "standard" information
3. Troubleshoot and correct technical and production errors
4. Collect information from faculty and students for inclusion in Open House video
5. Formulate shooting schedule

6. Estimate, then revise time needed to accomplish each part of informational video
7. Critique final video and adjust video accordingly

**STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

**UNIT IV: Short-Form Filmmaking-10 Weeks**

1. Utilize previously learned skills by creating short film from idea-through-production
2. Organize and Assess resources for filmmaking
3. Demonstrate competency in one (or more) of 4 key areas: Scripting, Directing, Cinematography, Editing
4. Select proper resources to complete task
5. Demonstrate time management skills

**STANDARDS & CPI'S:**

8.12.1.C.1, 8.2.12.C.7, 8.2.12.D.1, 8.2.12.E.4  
RST.9-10.4, RST.11-12.2

### **References for TV Production 3**

Kingdon, Tom. Total Directing: Integrating Camera and Performance in Film and Television. Beverly Hills, CA: Silman James Press, 2004

Zettl, Herbert. Television Production Handbook. Belmont, CA: Thomson Higher Education, 2006

Vineyard, Jeremy. Setting Uo Your Shots: Great Camera Moves Every Filmmaker Should Know. Studio City, CA: Michael Wiese Productions, 1999

### Unit Planner

**Course:** TV Production 2

**Theme:** Production for Mass Media

**Quarter:**

**Time:** 10 Weeks

**Topic:** School-Based Filmmaking

**Title:** MRHS Morning Announcements

Ongoing/Rotating

**Standards:** WORK 9.1.B, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.A, 9.2.C, 9.2.F; AR 1.1.A, 1.2.C, 1.2.C, 1.2.D; TEC 8.1.A, 8.1.B, 8.2.B, 8.2.C

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
1. What is the life cycle of a scripted News-Style Multi Camera Program?	I. Students will create a full-featured chroma-keyed, 3-8 minute news program. this will take place every school day, on a 45-minute production schedule (excluding time for special programs).	Reasoning skills Analysis skills Problem/solution skills Abstract reasoning	Project working within a group working as an individual	Group Work Professional Production Problem Solving Meeting Deadlines	Microsoft word Teleprompter software school hardware (camera, lights, microphones, etc.) Adobe Premiere Editing software
2. How is B-Roll incorporated into this type of program to maximize time and exposure?	2. Each day, the announcements will be read in segments will be used in each video comprising of Anchor-led stories with images, anchor-led stories with B-Roll, anchor-led stories with interviews, full-produced mini-segments (1-3 minutes in length), and	group work time management			
3. how do you choose between cinematic snippets to edit together a news segment?					
4. how do you prepare a video for export in a variety of mediums (web, dvd, television)?					
5. how can videos highlight reels and special announcements be seamlessly integrated into the program?					
6. how does					



Unit Planner

<p>teamwork insure success when attempting to must be integrated accomplish a difficult into one structured and time- intensive program task? 7. how can the televised news be a community outreach tool within the school itself?</p>	<p>interviews. 3. all components</p>
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# Passaic County Manchester Regional High School District

## Unit Planner

**Course:** TV Production 2

**Theme:** Production for Mass Media

**Quarter:**

**Time:** 10 Weeks

Topic: School-Based Filmmaking

**Title:** MRHStv News Program

Ongoing/Rotating

**Standards:** WORK 9.LB, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.A, 9.2.C, 9.2.F; AR LLA, 1.2.C, 1.3.C, L3.D; TEC 8.LA, 8.LB, 8.2.B, 8.2.C

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
<p>1. What is the life cycle of a scripted News-Style Multi Camera Program?</p> <p>2. How is B-Roll incorporated into this type of program to maximize time and exposure?</p> <p>3. how do you choose between cinematic snippets to edit together a news segment?</p> <p>4. how do you prepare a video for export in a variety of mediums (web, dvd, television)?</p> <p>5. how can videos highlight reels and special announcements be seamlessly integrated into the program?</p> <p>6. how does</p>	<p>1. Students will create a full-featured chroma-keyed, 15-20 minute news program.</p> <p>2. 5-8 segments will be used in each video comprising of Anchor-led stories with images, anchor-led stories with B-Roll, anchor-led stories with interviews, full-produced mini-segments (3-5 minutes in length), and multi-camera interviews.</p> <p>3. all components must be integrated into one structured program</p>	<p>Reasoning skills</p> <p>Analysis skills</p> <p>Problem/solution skills</p> <p>Abstract reasoning</p> <p>Rubric for project</p> <p>group work</p> <p>time management</p>	<p>Project</p> <p>working within a group</p> <p>working as an individual</p>	<p>Group Work</p> <p>Professional Production</p> <p>Problem Solving</p> <p>Meeting Deadlines</p>	<p>Microsoft word</p> <p>Teleprompter software</p> <p>school hardware (camera, lights, microphones, etc.)</p> <p>Adobe Premiere Editing software</p>

## Unit Planner

teamwork insure  
success when  
attempting to  
accomplish a difficult  
and time-intensive  
task?  
7. how can the  
televised news be a  
community outreach  
tool?



Unit Planner

**Course:** TV Production 2  
**Topic:** School-Based Filmmaking

**Theme:** Production for Mass Media  
**Title:** MRHS Open House Video

**Quarter:** 1  
**Time:** 10 Weeks  
**Standards:** WORK 9.1.B, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.A, 9.2.C, 9.2.F; AR 1.1.A, 1.2.C, 1.3.C, 1.3.D; TEC 8.1.A, 8.1.B, 8.2.B, 8.2.C

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
1. What is the life cycle of a scripted short film?	1. students will create, pitch, script, storyboard, direct, film, act, and edit a 10-20 minute original video. Students work off an approved outline, log time, distribute tasks amongst the group, and begin the process of creating a film from scratch.	Reasoning skills Analysis skills Problem/solution skills	Project working within a group working as an individual	Group Work Professional Production Problem Solving Meeting Deadlines	Microsoft word Teleprompter software school hardware (camera, lights, microphones, etc.) Adobe Premiere Editing software
2. How is character development important in short-form film?	2. segments will be comprised of "Intro Sequence", "Intro/Outro", "Choices", "HSPA Success", "Special Programs", "Activities", "Athletics", "Academics", and "College mini-film"	Abstract reasoning Rubric for project group work time management			
3. how do you choose between cinematic snippets to edit together a short-form video?	3. Each segments is treated as it's own task?				
4. how do you prepare a video for export in a variety of mediums (web, dvd, television)?					
5. how do storyboards apply to cinematic segments?					
6. how does teamwork insure success when attempting to accomplish a difficult and time-intensive task?					



Unit Planner

<p>7. How can a pseudo-recruitment video work to help the entire school as a whole?</p>	<p>but must match in video/audio consistency with all other parts to work together into one structured program. 2. final result of film may be used for web, dvd, or television viewing</p>
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Unit Planner

**Course:** TV Production 2

**Theme:** Production for Mass Media

**Quarter:**

**Time:** 10 Weeks

**Topic:** School-Based Filmmaking

**Title:** Medium Length Production

Ongoing/Rotating

**Standards:** WORK 9.1.B, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.2.A, 9.2.C, 9.2.F; AR 1.1.A, 1.2.C, 1.3.C, 1.3.D; TEC 8.1.A, 8.1.B, 8.2.B, 8.2.C

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
<p>1. What is the life cycle of a scripted short film?</p> <p>2. How is character development important in short-form film?</p> <p>3. how do you choose between cinematic snippets to edit together a short-form video?</p> <p>4. how do you prepare a video for export in a variety of mediums (web, dvd, television)?</p> <p>5. how do storyboards apply to cinematic segments?</p> <p>6. how does teamwork insure success when attempting to accomplish a difficult time-intensive</p>	<p>1. students will create, pitch, script, storyboard, direct, film, act, and edit a 10-20 minute original video. Students work off an approved outline, log time, distribute tasks amongst the group, and begin the process of creating a film from scratch.</p> <p>2. final result of film may be used for web, dvd, or television viewemg</p>	<p>Reasoning skills</p> <p>Analysis skills</p> <p>Problem/solution skills</p> <p>Abstract reasoning</p> <p>Rubric for project group work</p> <p>time management</p>	<p>Project</p> <p>working within a group</p> <p>working as an individual</p>	<p>Group Work</p> <p>Professional Production</p> <p>Problem Solving</p> <p>Meeting Deadlines</p>	<p>Microsoft word</p> <p>Teleprompter software</p> <p>school hardware (camera, lights, microphones, etc.)</p> <p>Adobe Premiere Editing software</p>

## Unit Planner

**Course:** TV Production 2**Topic:** Film Appreciation**Theme:** Introduction to Filmmaking**Title:** Documentary Filmmaking**Quarter:** 4**Time:** 1 Week**Standards:** WORK 9.1.A, 9.1.B, 9.2.A,  
9.2.D; AR 1.1.A, 1.1.B, 1.3.D, 1.4.A

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
<p>1. what is a documentary?</p> <p>2. How does a documentarian differ from a traditional filmmaker?</p> <p>3. what are the similarities between a documentary and a traditional film (plot, acts, characters, story arc, etc.)</p> <p>4. What are the steps that go into making a documentary (prep, beliefs, compiling, editing)</p>	<p>1. Students will discuss preparation for documentary-style filmmaking, and how it compares to traditional filmmaking</p> <p>2. Students will view film, paains to discuss central themes as they relate to traditional filmmaking</p> <p>3. Studentals will learn of impact of documentary by using web research to compare news articles and personal rebuttals with views expressed in</p>	<p>Reasoning skills</p> <p>Analysis skills</p> <p>Problem/solution skills</p> <p>Abstract reasoning</p> <p>Rubric for open-ended questions</p>	<p>Classwork</p> <p>Effort</p> <p>Test grades</p> <p>Quiz grades</p> <p>Homework</p> <p>Open-Ended Questions</p> <p>Projects</p>	<p>Group work</p> <p>Collaborative</p> <p>Partner interaction</p> <p>group Discussion</p>	<p>Film: "King of Kong -DVD</p> <p>Internet</p>