

TV Production II Curriculum Maps

Unit of Study: Annual Halloween Special Production

Unit of Study: Annual Holiday Special Production

Unit of Study: Media Day

Unit of Study: Network and Cable News Presentations

Unit of Study: Program Commercial Packaging

Unit of Study: Television Programming Development

Unit of Study: Television Studio Operations Review

Unit of Study: The Production Process Review

Unit of Study: Weekly "SHS News" Broadcast Recording

Grade: 10-12 Subject: TV Production II	Unit of Study: Annual Halloween Special Production
Big Idea/Rationale	Keeping with tradition a yearly production highlighting Halloween in and around the community to be produced.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Creating an festive television atmosphere to showcase Halloween in the community • Producing a full program from creative concept to full production mode including original music, set design and newly added production details
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does a network keep a balanced program without one main focus? • How to balance multiple hosts and design elements that complement one another? • What are some of the challenges that a Halloween production may bring?
Content (Subject Matter)	<ul style="list-style-type: none"> • Showing seasonal celebration while highlighting community ceremonies and district events • Program is to be time at 45minutes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.
Materials and Resources	<ul style="list-style-type: none"> • Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point • Handouts, Microsoft word programming

Notes

This project will give the students an opportunity to use the entire production operation within the SPSN television studio.

Grade: 10-12 Subject: TV Production II	Unit of Study: Annual Holiday Special Production
Big Idea/Rationale	Keeping with tradition a yearly production highlighting holiday happening in and around the community to be produced.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Offering an opportunity to show highlights from the year and programs past. • Producing a full program from creative concept to full production mode including original music, set design and newly added production details
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does a network keep a balanced program without one main focus? • How to balance multiple hosts and design elements that complement one another? • What are some of the challenges that a generic holiday production may bring?
Content (Subject Matter)	<ul style="list-style-type: none"> • Showing seasonal celebration while highlighting community ceremonies and district events • Program is to be time at 45minutes
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.
Materials and Resources	<ul style="list-style-type: none"> • Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point • Handouts, Microsoft word programming

Notes

This project will give the students an opportunity to use the entire production operation within the SPSN television studio.

Grade: 10-12 Subject: TV Production II	Unit of Study: Media Day
Big Idea/Rationale	An exploration of weekly news in the media.
Enduring Understanding (Mastery Objective)	An exploration of main stream news for open discussion and debate.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the lead stories of the week? • How do these stories affect our standard of living? • What mistakes in reporting are there? • How would the student report on the same story?
Content (Subject Matter)	<ul style="list-style-type: none"> • Using newspapers, internet and magazines the students are to research and discuss weekly news. • The students may not use CNN, sports or any controversial sites.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.
Materials and Resources	Projector, internet, DVD, VCR, I-Mac, paper, pen/pencil, handouts
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Grade: 10-12 Subject: TV Production II	Unit of Study: Network and Cable News Presentations
Big Idea/Rationale	Researching and developing a paper and power point presentation based on a past and/or existing television network
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The creation of a network is a complex, but rewarding one. There is history attached to the company / group that needs to be explored and discussed. • Students are to share their fact based researched via power point presentation and in front of class and instructor
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How was the channel developed? • Who were the originators of the network? • What were / are some of their successful programs? • Which programs were failures? • What role did / does the FCC have in the development and existence of the channel?
Content (Subject Matter)	<ul style="list-style-type: none"> • Full exploratory research on chosen network • Pictures, audio and video links to be part of the presentation • Group participation expected • Paper will outline / highlight key areas
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.

Materials and Resources	<ul style="list-style-type: none">• LCD projector, internet, power point• Handouts, Microsoft word programming
Notes	This project will give the students an opportunity to “teach” the class and share their creative ppt. There will be two presentations per class period pre-arranged. Taking place after the return of winter recess.

Grade: 10-12 Subject: TV Production II	Unit of Study: Program Commercial Packaging
Big Idea/Rationale	Using all the knowledge of previous projects and TV 1 (Production Process, Camera and Editing) to develop a selection of school promotional commercials.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Using the production process model groups are to develop, present, script and storyboard commercial designs. • The process will continue and be demonstrated to flow by visiting and executing each step into the production and post-production editing stages.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How are the commercials used to promote school happenings? • How are client / agency relationships built when working on such commercials? • What are key elements to selling on SPSN television? • What are the creative limits and expectations when producing in house products?
Content (Subject Matter)	<ul style="list-style-type: none"> • Concept and design of commercial • Scripting for the commercial • Storyboard creation and alignment to final product • I-Movie Editing techniques • Performing basic editing moves • Using Garageband and I-Tunes for original music creation • Sharing content material using multiple Apple programs for music video production • Performing DVD creation
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or

	<p>start a new project or venture.</p> <ul style="list-style-type: none"> • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.
Materials and Resources	Apple MacPro / I-Mac, Fire wire, Garageband, I-Tunes, Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	These commercials will be used throughout the year to promote events and clubs at the school. The commercials will be dropped into the weekly TV II programming for viewing. This exercise will have the students use the classroom editing suites. Groups will be responsible for finishing their videos on time by due date. Instructor / Tech will assist with questions and video direction support.

Grade: 10-12 Subject: TV Production II	Unit of Study: Television Programming Development
Big Idea/Rationale	Creating and developing 4 new programs for SPSN. Programming formulas are to be addressed and put in place for the 8 th television season on SPSN.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Creating new programming for the coming year is a main responsibility of and for the course. • Grouping and programming selection / design is the focus
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What has worked in the past? • What did not work in the past on SPSN? • How can we not create the same programming, but just as intriguing? • Who will be the production team? • How do we select our hosts? • What is a booking sheet? • What do segment producers do?
Content (Subject Matter)	<ul style="list-style-type: none"> • Full exploratory research on chosen program will be expected • Theme song design • Titles design • Scripting, hosting and other support areas
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.

Materials and Resources	<ul style="list-style-type: none">• Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point• Handouts, Microsoft word programming
Notes	This project will give the students an opportunity to use the entire production operation within the SPSN television studio.

Grade: 10-12 Subject: TV Production II	Unit of Study: Television Studio Operations Review
Big Idea/Rationale	<ul style="list-style-type: none"> • Complete overview and hands-on learning experience of the SPSN Studio operations area • Using the knowledge and past experience from commercials and the previous year reinforcement will be introduced in order to develop television programming.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The television studio is to be visited, rehearsed and learned. • Proper studio behavior and terms are to be encouraged and expected.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the positions in the studio? • What is the switcher? • The responsibilities of the Executive Producer • How are audio levels balanced? • What are cues and timing of a program?
Content (Subject Matter)	<ul style="list-style-type: none"> • Full exploratory research on chosen network • Pictures, audio and video links to be part of the presentation • Group participation expected • Paper will outline / highlight key areas
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.

Materials and Resources	<ul style="list-style-type: none">• Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point• Handouts, Microsoft word programming
Notes	This project will give the students an learned the entire production operation using the in house SPSN television studio.

Grade: 10-12 Subject: TV Production II	Unit of Study: The Production Process Review
Big Idea/Rationale	In order to create television / media programming there is a formula. All networks track the development of a commercial, show, news and other forms of entertainment from beginning to end.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The Production Process supports the needs of each and every program by the following: Pre-Production; Production; Post-Production stages • These key areas are the cusp of each and every program on network.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does a blank sheet of paper become an idea? • What is a pitch meeting? • Why are stages needed? • What are the differences between network and cable network program development?
Content (Subject Matter)	<ul style="list-style-type: none"> • The Production Process and How it works: • Identifying successful programming • Identifying trends in television • Discussion programming failures • Web impact • Webisodes – why they are the next main stream media design
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.

Materials and Resources	LCD projector, internet, television network links, power point
Notes	

Grade: 10-12 Subject: TV Production II	Unit of Study: Weekly "SHS Sports" Broadcast Recording
Big Idea/Rationale	Introducing Spotswood Public Schools programming through the SPSN channels. Producing, packaging, editing and airing weekly programming.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Developing weekly programming that will be shown every week. • Booking guests for shows, writing scripts, directing in the studio and on location to be enforced.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What studio design and layout can be used? • Where are new locations within the building we may broadcast from? • Will there be rotating hosts? • What will keep the program compelling to return every week?
Content (Subject Matter)	<ul style="list-style-type: none"> • A expose on SHS happenings while sharing district and surrounding schools information • Offer recent news, weather and up and coming events within the town, county and state • Highlight student achievements, staff additions and new school initiatives
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.
Materials and Resources	<ul style="list-style-type: none"> • Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point

	<ul style="list-style-type: none">• Handouts, Microsoft word programming
Notes	This project will give the students an opportunity to use the entire production operation within the SPSN television studio.