PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Introduction to TV Production Curriculum

5.0 Credits

Unit Two

Introduction to TV Production
Course Description

Students enrolled in **Introduction to TV Production** will review the history of broadcasting and discover a world of emerging technologies, as well as time tested storytelling and scriptwriting assignments. The ability to create video based projects will allow students to enter the world of visual media as it stands highly prevalent in society today. This creativity will hopefully spark an interest in video journalism, comedy, public service, school initiatives, community activities, and much more. In addition, the mastery of skills used in this class will be broken down into four units and can be used in other cross-curricula initiatives and/or projects.

Introduction to TV Production

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Fundamentals of Television: An overview	approx. 8 weeks
Unit 2	Pre-Production, Ongoing all year	approx. 9 weeks
Unit 3	Production, Ongoing all year	approx. 8 weeks
Unit 4	Post Production, Ongoing all year	approx. 10 weeks

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Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
  • Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➢ **Creativity and Innovation**
  • Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
  • Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
  • Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
  ▪ Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
  • Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction			
Strategies to Accommodate Students Based on Individual Needs			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Individual Projects or with Partners

- Self-Selected Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes

- Teacher-created DBQs, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Storyline Analysis

- Create an Original Film, Video, or Storyline

- Glogster to make Electronic Posters

- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing on various TV Production topics
- Close reading of broadcasting content
- Create a brochure for TV Production
- Keep a running word wall of TV Production/Video vocabulary

Social Studies
- Research the history of TV Production
- Research prominent historical producers in film
- Use broadcasting historical references to solve problems

World Language
- Translate TV Production content
- Create a translated index of broadcasting vocabulary
- Generate a translated list of words and phrases related to TV Production

Math
- Research TV producer salaries for a geographic area and juxtapose against local cost of living
- Go on a broadcasting scavenger hunt
- Track various data, such as the impact of broadcasting on economics, career opportunities and salaries, and the financial status of individuals currently occupying careers in broadcasting

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on TV Production
- Design a logo or create a Glogster for more in-depth interaction with other students and educators with similar interests

Science
- Research the environmental impact on broadcasting
- Research latest developments in TV Production
- Investigate applicable-careers in STEM fields

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New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

9.3.12.AR.01	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.02	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.03	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.04	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and in communications workplace.
9.3.12.AR.06	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: AV Technology & Film Career Pathway (AR-AV)

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 film productions
9.3.12.AR-AV.4	Design an audio, video and/or film production.

Common Career Technical Core (CCTC)

Arts, A/V Technology & Communications

AR.01 - Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology Communications Career Cluster.

- AR 01.1 - Summarize the features of the partnership that technology and the arts have in developing presentations and productions.
- AR 01.2 - Analyze how the roles of creators, performers, technicians, and others are similar and different from one another.
- AR 01.3 - Discuss how specific organizational policies, procedures, and rules help employees perform their jobs.
- AR 01.4 - State how various Career Pathways within the cluster work together to generate productions, media, and other activities.

Pathway: AV Technology & Film Career Pathway (AR-AV)

AR-AV.01 - Describe the history, terminology, occupations, and value of audio, video and film technology.

- AR-AV 01.1 - Explain the history of film.
- AR-AV 01.2 - Analyze various careers and their job descriptions in audio/video technology and film.
- AR-AV 01.3 - Explain the value of having a broad general knowledge of fine arts and cultural and regional diversity.

AR-AV.02 - Demonstrate the use of basic tools and equipment used in audio, video and film production.

- AR-AV 02.1 - Describe the types of microphones, pick-up patterns, and techniques required for a variety of audio presentations.
- AR-AV 02.2 - Employ knowledge regarding audio equipment used for productions including basic recording equipment, equalizers, mixing consoles, and quality-monitoring equipment.
- AR-AV 02.3 - Illustrate the techniques required for synchronization of audio with video and multiple sound tracks.
- AR-AV 02.4: Write audio scripts for various types of programs.
- AR-AV 02.5: Apply knowledge of lighting requirements to a planned production.
- AR-AV 02.6: Demonstrate operation of video systems.
- AR-AV 02.7: Demonstrate camera operations and video signals.

AR-AV.03 - Demonstrate technical support skills for audio, video and film productions.
- AR-AV 03.1: Demonstrate how to repair and service transmitting and receiving systems.
- AR-AV 03.2: Employ knowledge of wireless and wired transmission systems.
- AR-AV 03.3: Demonstrate installation of cabling for audio/video productions.
- AR-AV 03.4: Demonstrate the installation of a wireless audio/video system.
- AR-AV 03.5: Demonstrate how to troubleshoot audio/video system operations.

AR-AV.04 - Demonstrate technical support skills for audio, video and film productions.
- AR-AV 4.1: Apply knowledge of the critical elements in designing a production to activities in the preproduction stage.
- AR-AV 4.2: Identify the basic functions and resources for editing an audio/video production.
- AR-AV 4.3: Apply computer-based development in video production and editing, with an emphasis on digital technology.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL. 9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.9 -10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.9-10.1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.9 -10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9 -10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Writing:

- CCSS.ELA-LITERACY.W.9 -10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9 -10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9 -10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9 -10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS - English-Language Arts – Speaking and Listening

Comprehension and Collaboration

- CCSS.ELA-LITERACY.SL.9 -10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9 -10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

- CCSS.ELA-LITERACY.SL.9 -10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- CCSS.ELA-LITERACY.SL.9 -10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9 -10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS - English-Language Arts – Language

Conventions of Standard English

- CCSS.ELA-LITERACY.L.9 -10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9 -10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.9 -10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.9 -10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Course: Introduction to TV Production Unit: 2 – Pre-Production Grade Level: 9-12	Unit Overview: This unit allows students to use audio/visual technology and studio equipment to demonstrate appropriate TV Production skills based on information learned in Unit 1. Students will have an opportunity to work with industry standard software to learn the processes of filming, lighting, sound techniques, editing, and other special effects more extensively. By organizing and experimenting with the process, students will gain hands-on training in broadcasting. Written and performance assessments will be used to evaluate student progress.

New Jersey Student Learning Standards (NJSLS): 9.3.12.AR.01, 9.3.12.AR.02, 9.3.12.AR.03, 9.3.12.AR.04, 9.3.12.AR.06, 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04

Common Career Technical Core (CCTC): AR.01, AR.02, AR.03, AR.04, AR-AV 01.2, AR-AV 02, AR-AV 04

Common Core State Standards (CCSS): RL.9-10.4, RI.9-10.1, RI.9-10.4, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, SL.9-10.1; SL.9-10.2; SL.9-10.4; SL.9-10.5; SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Demonstrate knowledge of writing and editing techniques. NJSLS: 9.3.12.AR.01, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3 CCTC: AR-AV 02, AR-AV 03, AR-AV 04 CCSS: L.9-10.1, L.9-10.6	What is script writing? What is the purpose of your material? Which writing format will you use to capture your intended audience (narrative, persuasive, expository, etc.)? What type of situation or conflict will you depict in	Use technology to gather information and communicate a digital story line. Organize information before writing according to the type audience and purpose. Draft and revise writing that is focused, purposeful, and reflects	**Short Film Preparation** Think of a story you would like to bring into motion. It must have three scenes: a strong beginning, middle and end, and include descriptions of the shots you will take to capture the story. **Storyboard II** Use a digital source to	**Writing & Editing Scripts** http://www.movieoutline.com/articles/writing-is-deleting-script-editing-techniques-for-screenwriters.html **How to Create a Storyboard** http://www.wikihow.com/Create-a-Storyboard

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Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	your written work?	insight into the writing situation. Writing has a clear sequence and supports the main idea.	create a story board depicting the scenes from a short film you will create. **Editing Team** Use a group of students to prescreen and make editing suggestions for all submitted short film or storyboard scripts. They will use a rubric to evaluate and make comments on submitted work.	**Script Editing Techniques** http://www.movieoutline.com/articles/writing-is-deleting-script-editing-techniques-for-screenwriters.html
Perform basic camera operations. **NJSLS:** 9.3.12.AR.01, 9.3.12.AR.03, 9.3.12.AR.06, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3 **CCTC:** AR-AV 02, AR-AV 03, AR-AV 04 **CCSS:** L.9-10.1, L.9-10.6	What type of camera and features will you use to begin recording footage? What digital source will you use to store all recorded information? What is a reverse-shot? What is slow-cutting?	Identify and name camera components. Identify and operate lights in the studio. Recognize and define terminology related to production and use of non-print media. Define different types of camera shots during	**Take a Shot** Use the camera to record an interesting object or scene. **Edit the Shot** Edit pre-recorded footage to experiment with editing techniques and special effects. **Exportation** Export all digital files to	**Basic Filmmaking Equipment** https://www.bhphotovideo.com/explora/video/buying-guide/basic-equipment-new-filmmaking-students **Editing Raw Footage** http://nofilmschool.com/2014/12/super-simple-workflow-editing-grading-bmpc-raw-footage-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		recording process.	a computer for organization.	premiere-pro **Footage worth Editing** http://editstock.com/ (*download free sample for class demonstration purposes only*)
Demonstrate use of basic production techniques. **NJSLS:** 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04 **CCTC:** AR-AV 02, AR-AV 03, AR-AV 04 **CCSS:** L.9-10.1, L.9-10.6	What is the design of your Three-Act Structure? How will you plan for unforeseen challenges that can interfere with your time schedule for filming? What are the primary production tools and functions you are familiar with? Why is timing important for every production aspect?	Understand how to use equipment, manuals and directions. Identify parts of a Camcorder. Independently utilize camcorder equipment to record footage. Implement a sound technique. Apply a lighting technique. Exhibit cooperative collaboration skills with classmates to establish crew team.	**Take a Shot (Con't)** Use the camera to take shots from different angles to get a feel for various techniques **Editing Techniques** Use all recorded footage to utilize editing skills: positioning, balancing, focusing, etc. **Journal It** Keep a journal of all production activities and findings including challenges, and describe how you were able to solve problems and/or be creative.	**Pre-Production Checklist Sample** https://people.ucsc.edu/~ilusztig/172/handouts/preproduction.pdf **Sound Recording Tips** http://www.lavideofilmmaker.com/location-sound-recording/location-sound-recording-shotgun-microphone-placement.html **Special Effects** https://www.youtube.com/watch?v=Ss-4elUPRls **Basics of Lighting** http://filmmakeriq.com/lessons/the-basics-of-lighting-for-film-noir/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Perform various job assignments assuming full responsibility for duties of crew position. **NJSLS:** 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04 **CCTC:** AR-AV 02, AR-AV 03, AR-AV 04 **CCSS:** L.9-10.1, L.9-10.6	What factors might you consider when recording in both exterior and interior settings? How might a crew leader ensure that all crew members are qualified to perform their assigned tasks? What are the essential functions of crew members?	Record footage in exterior and interior environments. Use equipment and industry-specific vocabulary. Connect audio devices to camcorders. Establish clean and stable audio/visual files. Exhibit cooperative collaboration skills with crew members.	**Who's In Your Crew?** Act as a crew leader to appoint team members to specialize and perform in certain areas such as lighting, sound/music selections, special effects, camera man, etc. Each person must demonstrate their craft using iMovie to convince the team leader why they are the best person for the position. **Pre-production Checklist** Create a pre-production checklist specific to the project and by including available equipment. **Meet the Team Presentation** Crew members present their pre-production ideas and material.	**Selecting Crew Members** http://nofilmschool.com/2011/06/5-tips-professional-crew-work-free **Crew Member Titles and Functions** http://filmincolorado.com/resources/job-descriptions/ **Filming Outdoors** http://www.premiumbeat.com/blog/6-tips-for-filming-outdoors/ **Tips for Filming Indoors (without light)** https://filmcameracourse.wordpress.com/2012/01/18/3-simple-rules-for-filming-without-lights-interior/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Develop ideas and storyboards for a short film. **NJSLS:** 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04 **CCTC:** AR-AV 02, AR-AV 03, AR-AV 04 **CCSS:** L.9-10.1, L.9-10.6	What makes a strong introduction in a story? Why is conflict usually present in a story? How can sequencing and transitioning effect a story? What makes a production schedule useful?	Provide script outline with three scenes. Demonstrate editing of script to enhance script. Include transitions in storyboard/script. Include a production schedule to indicate timeline.	**Short Film Preparation** Begin writing actual script for short film that will be shot in Unit 3. **Create Footage** Begin filming, selecting and saving files. **Music Director** Think of the overall tone you want to set for viewers and begin compiling a soundtrack to fit the mood.	**\Narrative Cinema** http://www.elementsofcinema.com/film_form/narrative-cinema.html **Documentary Filmmaking** http://www.indiewire.com/2015/11/indiewires-ultimate-guide-to-documentary-filmmaking-55398/ **What is Character Arc?** https://www.lightsfilmschool.com/blog/what-is-a-character-arc/605 **Character Analysis** http://actioncutprint.com/filmmaking-articles/filmmakingarticle-04/ **Three-Act Structure** http://www.elementsofcinema.com/screenwriting/three-act-structure/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Properly save, export, and organize video and audio files on a computer. **NJSLS:** 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04 **CCTC:** AR-AV 02, AR-AV 03, AR-AV 04 **CCSS:** L.9-10.1, L.9-10.6	How do you export files? Why is organization important when shooting film? What are some external devices that can be used to store files? When is the best time to delete takes?	Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere. Log and capture footage from a digital camera to the computer. Edit footage in a digital editing program such as Final Cut Pro, iMovie, or Premiere. Manipulate a pre-made name-bar in a graphics program such as LiveType or Photoshop.	**Start Exporting** Send all files from camera to computer by making sure the proper connectors are in place to make the transfer successful. **Start Organizing** Begin naming categories for all types footage (ie. Exterior/interior) so that they are easy to locate when needed. **Music File** Create a music file. Add music to each section or scene to exaggerate the mood. Solicit the opinion of peers for critiquing.	**What is LiveType?** https://www.youtube.com/watch?v=xdA_nujH0UY **Exporting Digital Film** http://www.dummies.com/photography/video/how-to-export-your-digital-film/ **Organize Edits and Files** http://nofilmschool.com/2012/04/beginners-guide-organizing-edit **Choosign the Right Soundtrack** http://www.raindance.org/how-to-choose-the-perfect-soundtrack/

Unit 2 Vocabulary

Character generator	Focus	Recorder
Close-up	Frame	Resolution
Compatible	Full Body Shot	Safe area
Compression	Full Shot	Storyboard
Contrast	iMovie	Telepromter
Credits	Import	Three-Act Structure
Cut	Lens	Tilt
Depth of focus	Medium Close Up	Video
Digital	Medium Shot	Zoom
Dissolve	Original	
Distortion	Pan	
Edit	Photoshop	
Establishing shot	Pixel	
Export	Premiere	
Fade	Receiver	
Filter	Recorder	
Final Cut Pro	Resolution	

Suggested Unit Projects
Choose At Least One

Original Commercial	**Produce a Short Film**
Use iMovie https://support.apple.com/imovie to make a commercial using a music library to create an original piece. Develop a storyline including the use of a graphic organizer to display your concept and sequence.	Use pre-production techniques to begin shooting a short film to include at least three scenes. This project will introduce you to storytelling, script formatting and the pre-production process. This process must be accompanied with a digital or hand-drawn storyboard and production schedule.

Suggested Structured Learning Experiences

Cablevision of Paterson 100 Hamilton Plaza Paterson, New Jersey 07505 Phone: 973-279-6660 http://www.cablevision.site.findly.com WWOR TV 9 43 Meadowlands Pkwy. Secaucus, New Jersey 07094 Phone: 201-348-0009 http://www.my9nj.com	WNET 825 Eight Avenue New York, NY 10019 Email: internships@wnet.org *(for Structured Learning Experience inquiries)* http://www.wnet.org *Note: NJTV (New Jersey Public Television) Studio is located in Newark, NJ. All inquiries and responses are communicated via email only.* Apple Store 1400 Willowbrook Mall Wayne, NJ 07470 Phone: 973-339-2800 http://www.apple.com