



# 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

## 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

<p style="text-align: center;"><b><u>Time/General</u></b></p> <ul style="list-style-type: none"> <li>Extra time for assigned tasks</li> <li>Adjust length of assignment</li> <li>Timeline with due dates for reports and projects</li> <li>Communication system between home and school</li> <li>Provide lecture notes/outline</li> </ul>	<p style="text-align: center;"><b><u>Processing</u></b></p> <ul style="list-style-type: none"> <li>Extra Response time</li> <li>Have students verbalize steps</li> <li>Repeat, clarify or reword directions</li> <li>Mini-breaks between tasks</li> <li>Provide a warning for transitions</li> <li>Reading partners</li> </ul>	<p style="text-align: center;"><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Precise step-by-step directions</li> <li>Short manageable tasks</li> <li>Brief and concrete directions</li> <li>Provide immediate feedback</li> <li>Small group instruction</li> <li>Emphasize multi-sensory learning</li> </ul>	<p style="text-align: center;"><b><u>Recall</u></b></p> <ul style="list-style-type: none"> <li>Teacher-made checklist</li> <li>Use visual graphic organizers</li> <li>Reference resources to promote independence</li> <li>Visual and verbal reminders</li> <li>Graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>Computer/whiteboard</li> <li>Tape recorder</li> <li>Spell-checker</li> <li>Audio-taped books</li> </ul>	<p style="text-align: center;"><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Study guides</li> <li>Shortened tests</li> <li>Read directions aloud</li> </ul>	<p style="text-align: center;"><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>Consistent daily structured routine</li> <li>Simple and clear classroom rules</li> <li>Frequent feedback</li> </ul>	<p style="text-align: center;"><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>Individual daily planner</li> <li>Display a written agenda</li> <li>Note-taking assistance</li> <li>Color code materials</li> </ul>

## 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

## 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.

<p><b>Course:</b> Introduction to TV Production</p> <p><b>Unit:</b> 4 – Post Production</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> This unit requires students to use audio/visual technology and studio equipment to demonstrate appropriate TV Production skills based on information learned in Units 1, 2, and 3. Students will now use production skills to complete post production activities. Students will use a variety of filming and editing techniques to personalize footage. Written and performance assessments will be used to evaluate student progress.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 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</p>	
<p><b>Common Career Technical Core (CCTC):</b> AR.01, AR.02, AR.03, AR.04, AR-AV 01.2, AR-AV 02, AR-AV 04</p>	
<p><b>Common Core State Standards (CCSS):</b> 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</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Import all footage into Final Cut Pro and assemble scenes according to script.</p> <p><b>NJSLS:</b> 9.3.12.AR.01, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-</p>	<p>What is Final Cut Pro and its benefits?</p> <p>Why is it important to import all footage into Final Cut Pro before being selective?</p> <p>What are bloopers?</p>	<p>Demonstrate proper use of FCP.</p> <p>Modify and save all edits in FCP.</p> <p>Make desirable selections from all recorded footage.</p> <p>Begin matching scenes to script.</p>	<p><b>Footage Upload</b> Export all work onto a computer and generate file names.</p> <p><b>Scene Review</b> Begin reviewing scenes and organizing/categorizing.</p> <p><b>Lesson on Final Cut Pro</b> Provide a class</p>	<p><b>Final Cut Pro – New features</b> <a href="http://www.apple.com/final-cut-pro/">http://www.apple.com/final-cut-pro/</a></p> <p><b>Learn FCP in 30-minutes or less</b> <a href="http://www.fcp.co/final-cut-pro/tutorials/1377-learn-how-to-use-final-cut-pro-x-in-30-minutes-or-less">http://www.fcp.co/final-cut-pro/tutorials/1377-learn-how-to-use-final-cut-pro-x-in-30-minutes-or-less</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.6		Determine which scenes are suitable for bloopers.	presentation on FCP.	<b>Reverse Play in FCP</b> <a href="http://www.geniusdv.com/news_and_tutorials/2010/08/play_a_clip_in_reverse_in_final_cut_pro.php">http://www.geniusdv.com/news_and_tutorials/2010/08/play_a_clip_in_reverse_in_final_cut_pro.php</a>
<p>Add titles, transitions, and music to scenes.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-10.6</p>	<p>What are two software programs that allows for the creation of original graphics and titles?</p> <p>How are scene transitions an essential component in creating mood?</p> <p>In what ways can music encourage a variety of emotions?</p>	<p>Demonstrate knowledge of the correct way and locations to display titles and sub-titles, including credits.</p> <p>Appropriately implement three or more transitions.</p> <p>Apply music and/or audio features to fit the scene and script.</p> <p>Reorganize, save, store work in appropriate files.</p>	<p><b>What is LiveType?</b>            Have a student demonstrate effective use of LiveType as a classroom presentation for title-making activities.</p> <p><b>How to Transition...</b>            Have a student demonstrate to the remainder of the class using a pre-made tutorial on how to add transitions to changing scenes.</p> <p><b>iTunes</b>            A student or group can present to class on how to build and use a music library.</p>	<p><b>Creating Cinematic Titles</b>  <a href="https://cgi.tutsplus.com/tutorials/how-to-create-a-cinematic-opening-title--ae-65">https://cgi.tutsplus.com/tutorials/how-to-create-a-cinematic-opening-title--ae-65</a></p> <p><b>The Art of Film Titles</b>  <a href="https://www.smashingmagazine.com/2010/10/the-art-of-the-film-title-throughout-cinema-history/">https://www.smashingmagazine.com/2010/10/the-art-of-the-film-title-throughout-cinema-history/</a></p> <p><b>Video on Adding Transitions</b>  <a href="https://www.youtube.com/watch?v=j5TPRn9M5Ik">https://www.youtube.com/watch?v=j5TPRn9M5Ik</a></p> <p><b>Using iMovie to add Sounds/Music</b>  <a href="https://support.apple.com">https://support.apple.com</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<a href="#">/kb/ph14708?locale=en_US</a>
<p>Implement advanced technical audio/visual clarity/quality to all footage that will be used in short film.</p> <p><b>NJSLS:</b> 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-10.6</p>	<p>How does advanced technical features in Final Cut Pro differ from basic techniques?</p> <p>How can these features be used to add more depth to scenes?</p> <p>What are ways to make advanced audio/visual features/techniques stand out?</p>	<p>Identify 2-3 advanced video features that can be used in project.</p> <p>Apply advanced video features appropriately.</p> <p>Identify 2-3 advanced audio effects to include in project.</p> <p>Apply advanced audio features appropriately.</p>	<p><b>The Challenge</b>            Have students compete to find additional and/or advanced features that were not focus upon during class. This will encourage students to further research accessible technological advantages to enhance their short film project.</p> <p><b>Explain It</b>            Student(s) will precisely explain the feature they found to be most interesting in a 3-4 slide power point, including how to use it.</p> <p><b>Think Critically</b>            Students will analyze various features in each group to make</p>	<p><b>Advanced training in FCP</b>  <a href="https://www.digitrain.com/classes/finalcutX300.htm">https://www.digitrain.com/classes/finalcutX300.htm</a></p> <p><b>Post Production Audio</b>  <a href="https://www.yamahacommercialaudiosystems.com/downloads/broch_pdfs/nuendo4_brochure.pdf">https://www.yamahacommercialaudiosystems.com/downloads/broch_pdfs/nuendo4_brochure.pdf</a></p> <p><b>The Art and Techniques of Post Production</b>  <a href="http://filmsound.org/synctanks/">http://filmsound.org/synctanks/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Add, when appropriate, additional special effects to enhance scenes and package the final product.</p> <p><b>NJSLS:</b> 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-10.6</p>	<p>How are special effects different from advanced features?</p> <p>What are ways to combine both special effects and advanced features without adding “clutter” to scenes?</p> <p>What are the final steps crew members should check for before concluding a short film?</p>	<p>Analyze the final organization of project with some form of note-taking.</p> <p>Make appropriate final changes based on feedback and discussions amongst peers and crew members.</p> <p>Exhibit cooperative collaboration skills with crew members.</p> <p>Prepare the launching of video.</p>	<p>suggestions.</p> <p><b>Special Effects</b> Have students make a list of special effects they would like to include in project and explain how it will enhance it.</p> <p><b>Post Production Checklist</b> Have crew members pause to review work thus far to make necessary adjustments. Update the Post Production checklist.</p> <p><b>The Final Package</b> Have students provide a written summary on how they want to present their short film and the type of impact they want it to have on their audience.</p>	<p><b>Adding Personal Style</b> <a href="https://www.videomaker.com/article/c06/18423-six-primary-styles-of-documentary-production">https://www.videomaker.com/article/c06/18423-six-primary-styles-of-documentary-production</a></p> <p><b>How to Capture an Audience...</b> <a href="http://nofilmschool.com/2012/05/build-audience-youtube-the-way">http://nofilmschool.com/2012/05/build-audience-youtube-the-way</a></p> <p><b>Essential Post Production Steps</b> <a href="http://www.serif.com/blog/essential-video-post-production-steps/">http://www.serif.com/blog/essential-video-post-production-steps/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Gain a basic understanding for copyright laws and the process for publishing a script.</p> <p><b>NJSLS:</b> 9.3.12.AR-AV.02, 9.3.12.AR-AV.03, 9.3.12.AR-AV.04</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-10.6</p>	<p>What is a copyright?</p> <p>How does copyright laws protect artists?</p> <p>What is the process for publishing a script?</p>	<p>Explain the importance of having a copyright.</p> <p>Identify legal rights for artists with copy-written credentials.</p> <p>Examine a case in film where a copyright suit was initiated.</p> <p>Describe the process for publishing a script.</p>	<p><b>Copyright</b> Research copy right laws to see how they protect artist in all creative industries. List 3-4 key areas.</p> <p><b>Legal Matters</b> Research lawsuits stemming from copyright infringements. Provide a summary.</p> <p><b>Publishing</b> Investigate ways to publish a script and provide step-by-step procedures for completing the process.</p>	<p><b>How to Register a Copyright</b> <a href="http://www.copyright.gov/">http://www.copyright.gov/</a></p> <p><b>Copyright Infringements and Legal Penalties</b> <a href="http://www.copyright.gov/tit1e17/92apph.pdf">http://www.copyright.gov/tit1e17/92apph.pdf</a></p> <p><b>Publishing Your Script</b> <a href="https://www.keepwriting.com/tsc/escriptforkindle.htm">https://www.keepwriting.com/tsc/escriptforkindle.htm</a></p>
<p>Research and review employment skills for careers in TV Production and related fields.</p> <p><b>NJSLS:</b> 9.3.12.AR.01, 9.3.12.AR-AV.02, 9.3.12.AR-AV.03,</p>	<p>Which careers in broadcasting are most appealing to you?</p> <p>What are the educational and training requirements?</p>	<p>Use the internet to find current information on careers in broadcasting.</p> <p>Identify the educational and skill-set requirements to obtain those positions.</p>	<p><b>Employment Research</b> Use the internet to research 2-3 careers in film to investigate educational programs and requirements.</p> <p><b>What does it Pay?</b></p>	<p><b>Filmmaking Jobs</b> <a href="http://www.allartschools.com/filmmaking/filmmaking-jobs-defined/">http://www.allartschools.com/filmmaking/filmmaking-jobs-defined/</a></p> <p><b>Film Salaries</b> <a href="https://www.nyfa.edu/student-resources/jobs-film-average-salary-career-">https://www.nyfa.edu/student-resources/jobs-film-average-salary-career-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.AR-AV.04</p> <p><b>CCTC:</b> AR-AV 02, AR-AV 03, AR-AV 04</p> <p><b>CCSS:</b> L.9-10.1, L.9-10.6</p>	<p>What are the salary ranges in various markets?</p> <p>What are the projections on careers in broadcasting?</p>	<p>List salary ranges for several positions in broadcasting based on experience and location.</p> <p>Provide a report on current projections for jobs in broadcasting.</p>	<p>Research salaries for careers in film. Discuss and document findings – surprises, interests, etc.</p> <p><b>Occupational Forecast</b> Use the occupational outlook guide to discover what predictions have been made for careers in film.</p>	<p><a href="#">paths/</a></p> <p><b>Job Descriptions in Film</b> <a href="http://www.media-match.com/usa/media/jobtypes/job-descriptions.php">http://www.media-match.com/usa/media/jobtypes/job-descriptions.php</a></p> <p><b>Occupational Outlook</b> <a href="http://www.media-match.com/usa/media/jobtypes/job-descriptions.php">http://www.media-match.com/usa/media/jobtypes/job-descriptions.php</a></p>

## Unit 4 Vocabulary

Backing track  
 Bar sheets  
 Base-to-base slice  
 Bed  
 Blow-up  
 Bottom chop  
 Breakdown  
 Call Sheet  
 Camera blocking  
 Changeover cue  
 Condenser Microphone  
 Copyright  
 Cover set  
 Cutaway  
 Deep Focus  
 Directional characteristic  
 Dub

Dupe  
 Edit master  
 Filter  
 Focus pull  
 Format  
 Full coat  
 Incoming Scene  
 Key light  
 Multitrack  
 Pick-up Shot  
 Plate  
 Post Production  
 Room Tone  
 Rushes  
 Sequencer  
 Timing  
 Voice-over  
 Zoom

## Suggested Unit Projects

*Choose At Least One*

<p><b>DVD Design and Authoring</b>                  Build a compilation of all performed work throughout the course, including features such as bloopers. The DVD must have a main menu, sub-menu with scene selections and a slide show. The DVD cannot be burned until it is reviewed.</p>	<p><b>Basic Digital Portfolio</b>                  Use a software program to save all work in the sequence in which it was performed. Add additional audio/visual features to make it appealing to viewers. <i>(This project is designed for students who may not have mastered most entry level editing techniques).</i></p>
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## Suggested Structured Learning Experiences

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