

TV Production I Curriculum Maps

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Grade: 9-12 Subject: TV Production I	Unit of Study: Final Production: Music Video
Big Idea/Rationale	After a full course experience a newly created music video, with the class split in half, is to be produced. This video will incorporate all the students' experience and knowledge of video production throughout the year.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Utilizing the entire studio, production process and studio resources to develop a new music video produced by the students. • Performance of this project is to include choreography, scripting, full production use of cameras and performance. All students are to participate in daily rotation. • The review of the video will be at due date. This will allow for positive criticism and creative design to be viewed.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How can we use the entire production process and year experience to our advantage? • Why would this video be better than the first video from the start of the course? • How does a producer work with more than four or five people to create a video? • Due to the tight timing of this production what must remain in and can we take out of the final piece?
Content (Subject Matter)	<ul style="list-style-type: none"> • Past student music videos will be viewed and shown for demonstration purposes. • Demonstration by techs and instructor are to mirror what is to be performed • Introduction to the video and closing will be encouraged for the final project
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

	<p>conflicts.</p> <ul style="list-style-type: none"> ● 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	<p>This project will give the students an opportunity to learn about the entire production operation using the in house SPSN television studio.</p>

<p>Grade: 9-12 Subject: TV Production I</p>	<p>Unit of Study: Infomercial "The Sell" Student Productions</p>
<p>Big Idea/Rationale</p>	<p>The review and study of infomercial production. A hands on experience for all who will replicate HSN, NBC Shopping Network and current infomercial programs on television.</p>
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • Utilizing the entire studio, production process and studio resources to develop a live: 30minute infomercial produced by each student. • Performance of this project is to include creation of the product, scripting, full production stations and performance. All students are to participate in daily rotation. • The review of the program during the next day will allow for positive criticism and areas that may need work.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • How are live infomercials produced? • How does one script an infomercial? • What are the Director's responsibilities during a production? • How does canned music play a role during the production? • How are live titles added during an infomercial?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Sample infomercial programs are to be viewed and explored for a better understanding • Demonstration by techs and instructor are to mirror what is to be performed • Opening sequences, throws, wrap around, fillers and closings will all be included for a final production
<p>Skills/ Benchmarks (CCSS Standards)</p>	<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	<p>Television studio, cables, adapters, cameras, tripods, switcher, soundboard LCD projector, internet, power point Handouts, Microsoft word programming</p>
Notes	<p>This project will give the students an opportunity to learn about the entire production operation using the in house SPSN television studio.</p>

Grade: 9-12 Subject: TV Production I	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 full range of postsecondary education and career opportunities.
Materials and Resources	<ul style="list-style-type: none"> • Projector, internet, DVD, VCR, I-Mac, paper, pen/pencil, handouts
Notes	<ul style="list-style-type: none"> • This project will be held every Friday. For the days the students are active with editing and projects Media articles will still be required. • If schools are closed on Friday, then the day before the closing the

	project will be due for credit.
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Grade: 9-12 Subject: TV Production I	Unit of Study: Music Video Project
Big Idea/Rationale	Using all the knowledge of previous weeks. (Production Process, Camera and Editing) to develop a short, original music video from previously recorded footage. The use of I-Movie will support student digital creative design.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Combining the knowledge of I-Movie basics will support the student with their original music video creative design. • The following will be reinforced: <ul style="list-style-type: none"> ○ Using fire wire ○ Importing video files ○ Editing line ○ Cutting / eliminating clips ○ Expanding, copying, slowing clips ○ Special effects ○ Titles ○ Music creation / drop ○ I-DVD disc creation
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What makes a successful music video? • What role / responsibilities does the Agency have to the client? • How long is an acceptable video feature? • Why are some videos unsuccessful in the main stream • Why is YouTube talent highly sought after?
Content (Subject Matter)	<ul style="list-style-type: none"> • 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

	<p>decisions.</p> <ul style="list-style-type: none"> • 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	Apple MacPro / I-Mac, Fire wire, Garageband, I-Tunes, Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	<ul style="list-style-type: none"> • This exercise will have the students use the classroom editing suites. Groups will be responsible for finishing their videos on Thursday due date. Instructor / Tech will assist with questions and video direction support.

Grade: 9-12 Subject: TV Production I	Unit of Study: Network 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

Grade: 9-12 Subject: TV Production I	Unit of Study: New Simulation Production
Big Idea/Rationale	A complete hands-on overview and experience related to live news production. Utilizing the studio resources a simulated news experience and network is to be modeled and exercised.
Enduring Understanding (Mastery Objective)	Entire overview of the news element atmosphere is to be study. Simulated news pieces are to be written and read on air. During this process the students are to tend each portion of the production studio to have a better understanding of the responsibility each person and position has during a live production.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the difference between news and commercial production? • How is the entire studio utilized during a news production? • What is a throw piece? • What is a wrap-around? • How are commercial dropped in? • How are segments thrown from one to another during a new piece?
Content (Subject Matter)	<ul style="list-style-type: none"> • Sample news programs are to be viewed and explored for a better understanding • Demonstration by techs and instructor are to mirror what is to be performed • Opening sequences, throws, wrap arounds, news fillers and closings will all be included for a final production
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	<ul style="list-style-type: none">• This project will give the students an opportunity to learn about the entire production operation using the in house SPSN television studio.

Grade: 9-12 Subject: TV Production I	Unit of Study: Product Commercial
Big Idea/Rationale	Using all the knowledge of previous weeks. (Production Process, Camera and Editing) to develop a 30 second commercial. The use of I-Movie will support student digital creative design.
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"> • What is appealing about commercials? • What role / responsibilities does the Agency have to the client? • What are key elements to selling on television? • Why are some products unsuccessful in the main stream? • Why are commercials turned off within less than 2seconds amount of time?
Content (Subject Matter)	<ul style="list-style-type: none"> • Concepting 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

	<p>conflicts.</p> <ul style="list-style-type: none"> • 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	Apple MacPro / I-Mac, Fire wire, Garageband, I-Tunes, Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	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: 9-12 Subject: TV Production I	Unit of Study: Public Service Announcement (PSA) Commercial
Big Idea/Rationale	Using all the knowledge of previous weeks. (Production Process, Camera and Editing) to develop a 30 second PSA commercial. The use of I-Movie will support student digital creative design.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The importance of an effective PSA to assist community and public television. • 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"> • What are strengths a PSA may deliver? • What role / responsibilities does the Agency have to the client? • What are negatives to PSA production? • What are some memorable PSA's on television and the web? • What makes a memorable PSA?
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.

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Materials and Resources	Apple MacPro / I-Mac, Fire wire, Garageband, I-Tunes, Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	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: 9-12 Subject: TV Production I	Unit of Study: Sports Commercial
Big Idea/Rationale	Using all the knowledge of previous weeks. (Production Process, Camera and Editing) to develop a 30 second Sports Promotional commercial. The use of I-Movie will support student digital creative design.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The impact sports have on a society and how to film, produce and package a successful promotion. • 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"> • What are strengths a PSA may deliver? • What role / responsibilities does the Agency have to the client? • What are negatives to PSA production? • What are some memorable PSA's on television and the web? • What makes a memorable PSA?
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.

	<ul style="list-style-type: none">• 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	Apple MacPro / I-Mac, Fire wire, Garageband, I-Tunes, Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	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: 9-12 Subject: TV Production I	Unit of Study: Television Studio Operations
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 experience from commercials and the Production Process a new way of producing and thinking 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: 9-12 Subject: TV Production I	Unit of Study: The Production Process Notes/Discussion
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 fill range of postsecondary education and career opportunities.

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

Grade: 9-12 Subject: TV Production I	Unit of Study: The Video Camera
Big Idea/Rationale	<ul style="list-style-type: none"> • The purpose of using and handling of Panasonic 3CCD DV studio cameras. • These cameras are essential to capturing live or still action for editing needs.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The knowledge of video basics will support the student(s) creative visual design. • Battery usage / location • Turning on the camera • DV Tape loading • Recording and Playback modes • Video Review • Filming and visual techniques
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does the camera turn on/off? • Where does the DV Tape go? • What are standard video/tripod moves while filming? • What are the “location” calls? • How does the tape cue? • What are the LCD/Viewfinder settings?
Content (Subject Matter)	<ul style="list-style-type: none"> • Video Camera Handling/Recording • Utilizing the battery • Turning on/off • Inserting/Ejecting DV tape • Rwd/FFwd modes • Recording/Standby modes • Filming techniques • Studio/location calls • Location positions (Director, producer, etc)
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.

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Materials and Resources	Panasonic DV Digital Cameras, LCD projector, internet, power point
Notes	This exercise will take the students outside of the classroom to the halls and exterior of building for recording purposes.