

TV Production III Curriculum Maps

Unit of Study: Media Corporation Presentations

Unit of Study: Media Day

Unit of Study: "Original Music Video Concept" - Agency/Client Relationship

Unit of Study: Radio Broadcasting-The Voice

Unit of Study: Resume and Career Development

Unit of Study: "Spirit Week Production" – Agency/Client Relationship

Unit of Study: Television Studio Operations Review

Unit of Study: The Production Process Review Notes

Unit of Study: "Week of Respect" – Agency/Client Relationship

Unit of Study: Weekly "Conversations" Broadcast Recording

Grade: 11-12 Subject: TV Production III	Unit of Study: Media Corporation Presentations
Big Idea/Rationale	A look inside the life of a CEO / Executive Producer at a media outlet. This will include a paper and power point presentation based on their career and experiences
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Overseeing a network is complex and rewarding. The report will include a form of direct contact with the CEO/EP of the network or division outlet. • Students are to share their fact based researched via power point presentation and in front of class and instructor.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How was the channel developed? • Who were the originators of the network? • What were/are some of their successful programs? • Which programs were failures? • What role did/does the FCC have in the development and existence of the channel?
Content (Subject Matter)	<ul style="list-style-type: none"> • Full exploratory research on chosen network • Pictures, audio and video links to be part of the presentation • Group participation expected • Paper will outline/highlight key areas
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue fill range of postsecondary education and career opportunities.

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

Grade: 11-12 Subject: TV Production III	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	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.

Grade: 11-12 Subject: TV Production III	Unit of Study: "Original Music Video Concept" - Agency/Client Relationship
Big Idea/Rationale	Developing an understanding and experience of working with a client. "Original Music Video Concept" will allow students to work with a client sharing their music to have a video created. The purpose is to understand a music video promotion through a client/agency relationship.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Allowing a client to call on the agency to develop a video based on their ideas • The music might not be the agency choice, but a video needs to support and showcase the vision of the client. • This helps build trust and understanding between the student and working with an outside entity.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are some challenges of capturing vision from the client? • How important are timelines? • What are some challenges in communicating with the client? • What is the responsibility of the client? • What are the responsibilities of the agency? • How are deadlines met while working with a client? • What does budget practice mean? • How is booking time and material different in this course than the past?
Content (Subject Matter)	<ul style="list-style-type: none"> • Creating a music video based on the client interests and needs • Classes are producers, directors and actors in the program. • Communication lines, at all times, is to be demonstrated to the client
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or

	<p>start a new project or venture.</p> <ul style="list-style-type: none"> • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.
Materials and Resources	<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 work with a client. Timelines are to be formed and met. • Students may utilize the building and surrounding property to film their scenes.

Grade: 11-12 Subject: TV Production III	Unit of Study: Radio Broadcasting-The Voice
Big Idea/Rationale	Producing weekly live radio programming at WSHS studios.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Learning the complexity of radio broadcasting • The study is to include the professionalism of timing, producing and airing complete programs • The outcome must be perfect from beginning to end
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are key differences between radio and television programming? • What are the steps to developing a time line to meeting the radio production expectations for on air creation? • What are some responsibilities of the agency when working for a radio group?
Content (Subject Matter)	<ul style="list-style-type: none"> • Students will produce multiple projects at the same time under the WSHS radio division • Students are to produce commercials, books on tape and programming series of talk, music and sports. • Production meetings between client and agency will be held • Scripts will be required and reviewed
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

	<ul style="list-style-type: none">• Handouts, Microsoft word programming
Notes	This study will give the students an opportunity to be introduced to another form of important media delivery, radio.

Grade: 11-12 Subject: TV Production III	Unit of Study: Resume and Career Development
Big Idea/Rationale	<ul style="list-style-type: none"> • Cataloging all student work to develop a strong and supportive resume. • The use of a resume and career research will assist student with their interest in the production field for the future.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Giving the opportunity for students to create a reel of their material to support their resume. • Researching different jobs that they have an interest as they continue their path in media
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does one research for a job? • How do you prepare for an interview? • What is a media cover letter? • How is a web introduction created? • What do I wear on an interview? • What sub positions are there at a network? • How difficult is it to be picked as an intern?
Content (Subject Matter)	<ul style="list-style-type: none"> • Developing a resume, media reel, highlight film and other supports • Researching and discussion of different jobs in the field will be highlighted and explored.
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 student an opportunity to research their interests and align a resume to their work and experience.

Grade: 11-12 Subject: TV Production III	Unit of Study: “Spirit Week Production” – Agency / Client Relationship
Big Idea/Rationale	Developing an understanding and experience of working with a client. “Spirit Week” annual video to share the happenings from start to finish on a daily basis. Programming is to shown / shared daily on news program.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Utilizing the festivities of the week to incorporate into a full production of highlights and review. • The steps and procedures to work with someone other than standard instructor is to be reviewed and exercised.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do we show highlights in a short period of time on a daily program? • What are the stories we want to focus on that haven’t been a focus before? • What is the responsibility of the client? • What are the responsibilities of the agency? • How are deadlines met while working with a client? • What does budget practice mean? • How is booking time and material different in this course than the past?
Content (Subject Matter)	<ul style="list-style-type: none"> • Providing a full storyline using the “Spirit Week” as a backdrop. • Classes are producers, directors and actors in the program. • Communication lines, at all times, is to be demonstrated to the client
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	<ul style="list-style-type: none"> • This project will give the students an opportunity to work with a client. Timelines are to be formed and met. • Students may utilize the building and surrounding property to film their scenes.

Grade: 11-12 Subject: TV Production III	Unit of Study: Television Studio Operations Review
Big Idea/Rationale	<ul style="list-style-type: none"> • Complete overview and hands-on learning experience of the SPSN Studio operations area • Using the knowledge and past experience from commercials and the previous year reinforcement will be introduced in order to develop television programming.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The television studio is to be visited, rehearsed and learned. • Proper studio behavior and terms are to be encouraged and expected.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the positions in the studio? • What is the switcher? • The responsibilities of the Executive Producer • How are audio levels balanced? • What are cues and timing of a program?
Content (Subject Matter)	<ul style="list-style-type: none"> • Full exploratory research on chosen network • Pictures, audio and video links to be part of the presentation • Group participation expected • Paper will outline / highlight key areas
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.

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

Grade: 11-12 Subject: TV Production III	Unit of Study: The Production Process Review Notes
Big Idea/Rationale	In order to create television / media programming there is a formula. All networks track the development of a commercial, show, news and other forms of entertainment from beginning to end.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • The Production Process supports the needs of each and every program by the following: Pre-Production; Production; Post-Production stages • These key areas are the cusp of each and every program on network.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does a blank sheet of paper become an idea? • What is a pitch meeting? • Why are stages needed? • What are the differences between network and cable network program development?
Content (Subject Matter)	<ul style="list-style-type: none"> • The Production Process and How it works: • Identifying successful programming • Identifying trends in television • Discussion programming failures • Web impact • Webisodes – why they are the next main stream media design
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue full range of postsecondary education and career opportunities.

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

<p>Grade: 11-12 Subject: TV Production III</p>	<p align="center">Unit of Study: “Week of Respect” – Agency / Client Relationship</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Developing an understanding and experience of working with a client. • The “Week of Respect” is a state initiative to bring awareness to HIB. The purpose of the production is for students to communicate to students on proper coping and communicating steps.
<p>Enduring Understanding (Mastery Objective)</p>	<ul style="list-style-type: none"> • The steps and procedures to work with someone other than standard instructor are to be reviewed and exercised.
<p>Essential Questions (Instructional Objective)</p>	<ul style="list-style-type: none"> • What is the responsibility of the client? • What are the responsibilities of the agency? • How are deadlines met while working with a client? • What does budget practice mean? • How is booking time and material different in this course than the past?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Providing a full storyline using the “Week Against Violence” as a backdrop. • Classes are producers, directors and actors in the program. • Communication lines, at all times, is to be demonstrated to the client
<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 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 work with a client. Timelines are to be formed and met.• Students may utilize the building and surrounding property to film their scenes.

Grade: 11-12 Subject: TV Production III	Unit of Study: Weekly “Conversations” Broadcast Recording
Big Idea/Rationale	Introducing Spotswood Public Schools programming through the SPSN channels. Producing, packaging, editing and airing weekly programming.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Developing weekly programming that will be shown every week. • Booking guests for shows, writing scripts, directing in the studio and on location to be enforced.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What studio design and layout can be used? • Where are new locations within the building we may broadcast from? • Will there be rotating hosts? • What will keep the program compelling to return every week?
Content (Subject Matter)	<ul style="list-style-type: none"> • A 60 Minutes style filmed program to be produced within the studio highlighting present and past stories on the network. • An expose on SHS happenings while sharing district and surrounding schools information • Highlight student achievements, staff additions and new school initiatives
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.C.5 Demonstrate use of concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others. • 9.4.12.C.12 Develop and interpret tables, charts and figures to support written and oral communications. • 9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.C.16 Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.C.19 Employ technological tools to expedite workflow. • 9.4.12.C.34 Identify new ideas, opportunities, and methods to create or start a new project or venture. • 9.4.12.C.49 Demonstrate language arts knowledge and skills required to pursue 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

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