

PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT

Television Production I Grades 9-12

Authored by: Christen Adair-Hart

Reviewed by:

Supervisor of Visual and Performing Arts/9-12 TV Production: Ms. Alison Caravano
Assistant Superintendent for Curriculum and Instruction: Dr. Denis Mulroony

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Parsippany-Troy Hills Township Public Schools
292 Parsippany Road, Parsippany, NJ 07054
www.pthsd.net

I. Overview:

Television Production I is a full-year performance-based course which teaches students to construct multimedia presentations for narrative, expository, and persuasive purposes. Students will consider the audience, research topics to develop programming with depth, practice interviewing techniques, and produce authentic programs. Technical skills will be emphasized in digital video, studio camera work, and post-production editing. Television Production I will prepare students for a career in television, but also will give them skills they may use in other businesses or in an entrepreneurial context. Teamwork, goal-setting, evaluative research and careful planning are part of Television Production I and are all 21st Century skills.

II. Rationale:

Television classes have proliferated since Parsippany first offered this course. Digital video has changed the ways we guide students in developing audio-visual presentations to present information, narrative, or imaginative concepts. Mac applications will aid us in fulfilling our goals. The portable analog studio equipment from VOTG (Video on the Go) will also provide broad hands-on experience for students. This course has been developed in response to state standards (8: Technological Literacy and 9: 21st -Century Life and Careers) and the national emphasis on 21st Century skills.

III. Student Outcomes:

In accordance with the district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course:

The student will be able to:

1. understand the people and innovations that have made television broadcasting possible.
2. demonstrate knowledge of camera skills.
3. demonstrate knowledge of basic lighting principles and techniques.
4. demonstrate understanding of basic audio principles in television production.
5. exhibit clear understanding of editing concepts within Adobe editing software.
6. recognize and effectively use the vocabulary of the medium, including broadcasting, video and script terminology.
7. identify the roles and responsibilities of each crew member of a television production included but not limited to:
 - a. Director
 - b. Floor Manager
 - c. Camera Operator
 - d. Switcher
 - e. Chyron

- f. Audio Engineer
 - g. Lighting Director
8. recognize variations in lighting, shot composition and script manipulation in daily programming.
 9. identify the differences between broadcast television, cable television, satellite television, and alternative television services.
 10. review the purpose of art criticism as it relates to television production.
 11. identify the techniques used in directing a 3-camera remote shoot/studio production.
 12. recognize the role of the producer and identify his/her responsibilities in a production.
 13. understand the purpose of writing a television script, including dialogue, stage direction and timing.
 14. understand moral, legal and ethical questions as well as standards to be considered in producing programs for broadcast.
 15. understand the copyright laws and how they apply to a student production.
 16. understand the power of Public Service Announcements in a community.
 17. cultivate written and spoken interviewing skills.
 18. develop an awareness of the relationship between audio and video when creating an edited production.
 19. demonstrate an understanding of exporting to different hard and soft video formats. (i.e. DVD, MOV, or MP4)
 20. create video programs for original student productions.
 21. identify a variety of career specialties within the television and video industry.

Link to NEW JERSEY STUDENT LEARNING STANDARDS:

- [*Computer Science and Design Thinking*](#)
- [*Career Readiness, Life Literacies, and Key Skills*](#)
- [*English Language Arts*](#)
- [*Mathematics*](#)
- [*Science*](#)

Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the <https://goo.gNl/an7Zab> included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Interdisciplinary Connections:

ELA:

- NJSLS.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- NJSLS.SL.9-10.5: Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Computer Science & Design Thinking:

- NJSLS-8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CT.2: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.TL.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.IML.7: : Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.
- 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

Life Literacies and Key Skills:

- NJSLS.9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- NJSLS.9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- NJSLS.9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Ready Practices:

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

IV. Essential Questions and Content:

Unit/Content	Essential Questions	Enduring Understandings
<p>Unit 1 – Introduction to TV Production</p> <ul style="list-style-type: none"> ● On Set Etiquette ● Equipment Setup & Breakdown ● Camera Movements, Theme & Tone ● Basic Editing Techniques in Adobe Premiere ● Film Blocking & Storytelling ● Storyboarding & Pre-Production <p>(approx. 8 weeks)</p>	<ul style="list-style-type: none"> ● How are language, sound, and images used to shape a message? ● How do I create a story using various camera angles? 	<ul style="list-style-type: none"> ● Audio and video can be combined to create different perspectives, thus altering the message and impact on the audience. ● Research is necessary to prepare an informative storyboard/script
<p>Unit 2 – Technical Roles & Responsibilities</p> <ul style="list-style-type: none"> ● Careers in the Film Industry & Responsibilities ● Resume Writing , Cover Letters ● Internships in the Film Industry ● Dress for Success ● Email Etiquette ● Phone Etiquette & Mock Interviews ● Job Search Strategies <p>(approx. 8 weeks)</p>	<ul style="list-style-type: none"> ● What is the process involved in producing television segments? ● What role best suits me and my interests/skills in the digital media industry? 	<ul style="list-style-type: none"> ● The camera crew play an essential role in bringing the story to life and making it a success. ● All roles contribute to the authenticity and overall quality of a production.
<p>Unit 3 – Pre-Production</p> <ul style="list-style-type: none"> ● Creating a Paradigm and Treatment ● Bringing a Vision to Life ● Call Sheets & Shooting Schedules ● Green Screen/Visual Effects ● Planning the film project <p>(approx. 8 weeks)</p>	<ul style="list-style-type: none"> ● How does effective planning produce the best outcomes? ● How can a paradigm and treatment help create a screenplay? ● Why is it not necessary to shoot a production in sequence? 	<ul style="list-style-type: none"> ● Technical skills and teamwork are required to turn the script into a relevant video project. ● Using a paradigm helps to organize the idea and writing a treatment finishes it.
<p>Unit 4 – Production</p> <ul style="list-style-type: none"> ● Scriptwriting ● Basic Lighting Techniques ● Mastering Sound; Equipment, Microphones, and stands ● Directing a successful film project <p>(approx. 8 weeks)</p>	<ul style="list-style-type: none"> ● Why is it important to follow proper script writing format? ● How do different lighting techniques influence the viewer? ● How can lighting affect the producer’s intent and the viewer's opinion of the subject? ● How is sound quality important to a successful film? 	<ul style="list-style-type: none"> ● Lighting allows the film producer to manipulate the mood of a scene. ● Sound quality is essential to production and an audience's ability to understand and enjoy a film.
<p>Unit 5 –</p>	<ul style="list-style-type: none"> ● In your experiences in editing 	<ul style="list-style-type: none"> ● Editing transforms the audio

<p>Post-Production & Editing Skills</p> <ul style="list-style-type: none"> Advanced Editing Techniques in Adobe Premiere Opening and Ending Credits Transitions Digital Poster Design using Canva and Adobe Photoshop (approx. 8 weeks) 	<p>prior projects, what are the qualities of a good edit?</p> <ul style="list-style-type: none"> How do you create continuity in editing using different takes, angles, and points of view? How will you know what needs to be reshot or captured after reviewing the footage you have? How can special effects enhance video quality? 	<p>and video elements into a finished product.</p> <ul style="list-style-type: none"> Adding special effects and sound can enhance the video.
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V. **Strategies:**

Students will learn a variety of techniques and strategies through:

- Hands-on demonstration
- Virtual tutorials
- Teacher led whole classroom tutorials
- Interactive read aloud
- Class Discussion
- Zoom calls with industry professionals
- Field Trips
- Scriptwriting Workshop (Teacher Directed Mini Lesson followed by student independent work)
- Self-assessment and reflection
- Group-assessment and reflection

VI. **Evaluation:**

Classwork Projects, Activities, and Participation 40%: Projects will be assigned to develop the five specific competencies or skills areas of the course. They will keep a compilation of their projects and assignments in an electronic portfolio to serve as a Demo Reel. All projects and activities will follow strict deadlines that must be met.

Tests 30%: Tests will be given throughout the course to prepare for the Final Exam at the end of the year.

Quizzes 20%: Quizzes will be given over the period of the course to prepare weekly for weekly tests.

Daily Assessments 10%: Homework, Do Now/Exit Questions, Class Participation, Electronic Portfolio submissions.

The methods of monitoring and evaluating student progress throughout the course shall include the following:

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> Classwork/Homework Google Classroom Activities Cooperative Group/Pair activities Exit Tickets/Do Nows Explorations Participation Oral Presentations 	<ul style="list-style-type: none"> Problem-Solving Open-Ended Responses Oral Presentations Visual Presentations Written Assessments Projects and presentations Research-based projects and presentations

<ul style="list-style-type: none"> • Open-Ended Responses • Class Discussions 	<ul style="list-style-type: none"> • Unit/Topic Assessments • Free Response Questions • Benchmark, Midterm and/or Final exam
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FINAL GRADES

Each Marking Period counts as 22% of the final grade.

The Final Exam or Final Project counts as 12% of the final grade.

VII. Required Sources:

TEXTBOOK:

Harris, Phillip L. *TELEVISION PRODUCTION*. Tinley Park, IL: The Goodheart-Willcox Company, Inc., 2006.

SOFTWARE:

- Adobe Creative Suite
- iMovie

SUPPLEMENTAL RESOURCES:

- Adobe Online Tutorials (i.e. Youtube or Adobe website)

WEBSITES:

- Khan Academy
- Canva
- Adobe Creative Suite

SUGGESTED FILMS:

- Terminator: Dark Fate

VIII. Scope and Sequence:

Unit 1: Introduction to TV Production (Approx 8 Weeks)

Standards Covered: 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.DC.7

Interdisciplinary Standards Covered: NJSLS.9.4.12.CI.1, NJSLS.9.4.12.CT.2, NJSLS.9.4.12.TL.3, CRP4, CRP8

Accommodations and Modifications

English Language Learners	Special Education	At-Risk of Failure	Gifted and Talented
<ul style="list-style-type: none"> • When providing direct instruction, utilize <ul style="list-style-type: none"> ○ Vocalization ○ Modeling ○ Gestures • Provide vocabulary list (pictures if possible) 	<ul style="list-style-type: none"> • Provide notes beforehand • Frequent check-ins • Extended time on assessment • Graphic organizers 	<ul style="list-style-type: none"> • Frequent check-ins • Homework reminders • Parental contact • Student choice when possible 	<ul style="list-style-type: none"> • Provide additional activities if students complete work early • Add deeper thinking questions to challenge students • Offer extension “passion project” beyond required classwork

Suggested Activities:

- A. Television Production Scavenger Hunt
- B. Parts of a Camera Quiz
- C. Create a Storyboard on “Storyboard That”
- D. A Day In the Life of X
- E. 2-Minute News Piece

Teacher Notes:**Unit 2: Technical Roles and Responsibilities (Approx 8 Weeks)**

Standards Covered: 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.1, 9.4.12.DC.2

Interdisciplinary Standards Covered: NJSLS.SL.9-10.2, NJSLS.SL.9-10.5, CRP1, CRP6, CRP7, CRP8

Accommodations and Modifications

English Language Learners	Special Education	At-Risk of Failure	Gifted and Talented
<ul style="list-style-type: none"> ● When providing direct instruction, utilize <ul style="list-style-type: none"> ○ Vocalization ○ Modeling ○ Gestures ● Provide vocabulary list (pictures if possible) 	<ul style="list-style-type: none"> ● Provide notes beforehand ● Frequent check-ins ● Extended time on assessment ● Graphic organizers 	<ul style="list-style-type: none"> ● Frequent check-ins ● Homework reminders ● Parental contact ● Student choice when possible 	<ul style="list-style-type: none"> ● Provide additional activities if students complete work early ● Add deeper thinking questions to challenge students ● Offer extension “passion project” beyond required classwork

Suggested Activities:

- A. Career in Film Research Paper
- B. Mock Interview
- C. Resume Creator
- D. Elevator Speech
- E. Writing the Perfect Cover Letter

Teacher Notes:**Unit 3: Pre-Production (Approx 8 Weeks)**

Standards Covered: 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.4

Interdisciplinary Standards Covered: RL.9-10.2, RL.9-10.3, RI.9-10.7, NJSLS-8.2.8.ED.2, CRP2, CRP4, CRP8, CRP9

Accommodations and Modifications

English Language	Special Education	At-Risk of Failure	Gifted and Talented
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<p>Learners</p> <ul style="list-style-type: none"> ● When providing direct instruction, utilize <ul style="list-style-type: none"> ○ Vocalization ○ Modeling ○ Gestures ● Provide vocabulary list (pictures if possible) 	<ul style="list-style-type: none"> ● Provide notes beforehand ● Frequent check-ins ● Extended time on assessment ● Graphic organizers 	<ul style="list-style-type: none"> ● Frequent check-ins ● Homework reminders ● Parental contact ● Student choice when possible 	<ul style="list-style-type: none"> ● Provide additional activities if students complete work early ● Add deeper thinking questions to challenge students ● Offer extension “passion project” beyond required classwork
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Suggested Activities:

- A. Create a Paradigm
- B. Write a Treatment
- C. Green Screen work (on camera and behind the camera)
- D. 30-Second Super Bowl Commercial
- E. Create a Call Sheet to Shoot Commercial

Teacher Notes:

Unit 4: Production (Approx 8 Weeks)

Standards Covered: 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.IML.7, 9.4.12.IML.8, 9.4.12.IML.9

Interdisciplinary Standards Covered: NJSLS-8.2.8.ED.2, CRP3, CRP4, CRP8, CRP9

Accommodations and Modifications

<p>English Language Learners</p> <ul style="list-style-type: none"> ● When providing direct instruction, utilize <ul style="list-style-type: none"> ○ Vocalization ○ Modeling ○ Gestures ● Provide vocabulary list (pictures if possible) 	<p>Special Education</p> <ul style="list-style-type: none"> ● Provide notes beforehand ● Frequent check-ins ● Extended time on assessment ● Graphic organizers 	<p>At-Risk of Failure</p> <ul style="list-style-type: none"> ● Frequent check-ins ● Homework reminders ● Parental contact ● Student choice when possible 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide additional activities if students complete work early ● Add deeper thinking questions to challenge students ● Offer extension “passion project” beyond required classwork
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Suggested Activities:

- A. Public Service Announcement
- B. Dark Fate Movie Trailer
- C. Micro-short Film
- D. TV Series Pilot: “The First Day of School” (2-3 page script)

Teacher Notes:

Unit 5: Post-Production & Editing Skills (Approx 8 Weeks)

Standards Covered: 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.TL.1, 9.4.12.TL.4

Interdisciplinary Standards Covered: NJSLS.9.4.12.CI.1, NJSLS.9.4.12.CT.2, NJSLS.9.4.12.TL.3, CRP4, CRP8

Accommodations and Modifications

English Language Learners	Special Education	At-Risk of Failure	Gifted and Talented
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Suggested Activities:

- A. Editing review
- B. Storyboard Brainstorming
- C. Peer Critique Sessions
- D. Fieldwork Filming
- E. Screen Set-ups
- F. 10 Page Script for Short Film
- G. 10-minute Film (Final Project)

Teacher Notes:

The following methods of instruction will be incorporated into the daily class activities:

- Lecture/discussion
- Video presentations
- Classwork
- Group discussion
- Homework
- Field / Event Recording
- Video production teamwork
- Teacher demonstration and student performance utilizing the following telecommunication equipment:

camera systems – studio and portable
switcher/mixer
editing software
audio system
computer graphics system
lighting systems
teleprompter
audio recording options