

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12

Level 1 TV Technology Fundamentals

<p><i>Mission Statement</i></p>	<p>As an Industrial Technology department our mission is:</p> <p>To motivate all students to develop problem solving skills That will promote creative thinking. Encourage exploration of the technical world around them and create a safe working environment.</p> <p>To teach all students the proper and safe way to use tools and equipment.</p> <p>To learn and use practical life skills through a variety of hands on activities and to educate students about the world of technology and all the opportunities it may have to offer.</p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Level 1 TV Technology Fundamentals Level 2 Composition for Broadcasting Level 3 Video Essay Level 4 Short Stories and Documentaries Level 5 Broadcast Journalism</p>

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Level 1 Television Production Fundamental Technology</p> <p>9-12</p> <p>1-4</p> <p>None</p>
<p>Course Description</p>	<p>This is a student-centered, cooperative learning curriculum based around technology. This course is designed for students who have an interest in a technology driven curriculum and who plan to pursue a career in television production and broadcasting. The student will have the opportunity to work on a variety of projects, which stress hands-on experience with industry standards, state-of-the-art audio and video technology. Student's participation includes writing, producing, directing and basis performance in all aspects of television production and broadcasting. Students will work on projects in a group setting, which will lead to higher-level writing, reading, and thinking skills. All activities will emphasize original creativity, verbal and nonverbal communications, critical thinking, analysis and problem solving and leadership skills. Material fees apply for this class. <u>Evenings and some weekends are required.</u></p>
<p>District-approved Materials and/or Resources</p>	<p>Zetl's textbook <i>Television Production Handbook</i></p> <p><i>Manual from XL1s Canon Camera</i></p> <p><i>Various handouts regarding storyboarding</i></p>

Unit Frameworks

<p>Unit of Study: Terminology of television production and learning the camera functions of a professional camera.</p>	<p>Basic use of Remote Video Camera and editing system through the use of silent video. Students will also learn beginning terminology of television production from classroom text. Students will also be reading from the Zettl textbook Chapters 1, 3, 5. These chapters discuss terminology and video production that the students will be using in their first project.</p>	<p>Resources that will support instruction Guest Speaker Field Trip to Local TV News Studio</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning .Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. Know and apply the concepts, principles and processes of scientific inquiry. Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables. Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations. 21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering). 21.B.5 Demonstrate when to lead and when to be supportive to accomplish group</p>	

	<p>goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ● Identify basic television studio equipment and parts of each piece of equipment. ● Locate basic television studio equipment and parts of each piece of equipment. ● Match and recall basic television studio equipment and parts of each piece of equipment. ● Recognize and make decisions regarding the function basic audio and visual studio equipment. ● Recognize and make decisions regarding basic problems with audio and visual studio equipment. ● Resolve basic problematic areas with audio and visual studio equipment . ● Resolve basic problematic situations regarding television studio set design. ● Identify and use key terms and phrases in association with most areas in television studio production. ● Use and analyze appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate ideas. ● Diagram and illustrate how to set up a basic production shoot. ● Develop basic script for use in Predict consequences for the purpose of putting together a basic studio production for interviews. ● Prepare storyboards for silent video 	
<p>Assessments</p>	<p>Performance Tasks</p> <p>Vocabulary test on beginning television production terminology.</p> <p>Oral and written test on camera nomenclature.</p> <p>Oral test on editing system</p> <p>Matching test on simple video and audio connectors.</p> <p>Oral Test on tripod.</p>	<p>Other Evidence</p> <p>Silent Video produces per group of students as evidence they understand the basic use of camera technology.</p> <p>Rubric used to grade silent video project.</p>

Unit Frameworks

<p>Unit of Study: Interviewing Techniques and learning the Studio Control Room Equipment</p>	<p>Peer Interview Project: Basic use of television studio equipment. Learning floor manager cues, director’s cues, control room equipment. Students will read Chapters 16 and 19. These chapters discuss how to direct a multi-camera shoot and floor manage a video production.</p>	<p>Resources that will support instruction Modeling professional interviews through various television shows: 60 minutes, 48 Hours. Video examples of John Stossel: Stossel in the Classroom.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2 Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1 Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format. 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning .Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p>	

	<p>Know and apply the concepts, principles and processes of scientific inquiry. Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables. Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.</p> <p>21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> • Locate and identify basic television studio equipment and parts of each piece of equipment. • Locate and identify basic control room equipment and be able to use this equipment on a basic level. • Match and recall basic television studio equipment and parts of each piece of equipment. • Perform floor manager signals on command. • Perform director’s cues on command. • Recognize and make decisions regarding the function basic audio and visual studio equipment in the control. • Recognize and make decisions regarding basic problems with audio and visual studio equipment in the control room. • Resolve basic problematic areas with audio and visual studio equipment . • Resolve basic problematic situations regarding television studio set design. • Identify and use key terms and phrases as the director and floor manager association with most areas in television studio production. • Use and analyze appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate ideas. • Develop basic script for use in peer interview for the purpose of putting together a basic studio production for interviews.

	<ul style="list-style-type: none"> • Prepare storyboards for silent video • Produce a short interview segment within the time frame stated for the assignment. 	
Assessments	<p>Produce a 2 minute interview segment with partner.</p> <p>Written test on director's cues</p> <p>Written test on floor manager's cues</p> <p>Identify and explain function of all equipment in the control room</p>	

Unit Frameworks

<p>Unit of Study: Television and Advertising and using video and editing equipment.</p>	<p>Advertising and Commercials Unit Students will produce a short, :30 second commercial.</p>	<p>Resources that will support instruction Handouts Videos about advertising and commercials as examples.</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect. 1.B.4c Read age-appropriate material with fluency and accuracy. 1.CI 1-4 Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria. 3.A. J 1 Edit/revise draft documents to more effectively communicate the intended message. 3.A. J 2 Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences. 3.A.J4 Format documents in final form for submission and/or publication. 3.A.J5 Proofread for correct English conventions. 3.B J1 Organize around a structure appropriate to purpose, audience, and context. 3B J 2 Compose a clear thesis/claim that contains the main idea in an essay. 3B J 3 Communicate the intended message. 3B J 4 Elaborate ideas. 3B J 5 Employ appropriate editing and revision strategies. 3B J 6 Evaluate and demonstrate the use of figurative language. 3B J 7 Critique word and/or technique choices. 3B J 8 Publish writing using an appropriate format 4.A. I 1-4 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations. Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues. 11. A. F Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. Know and apply the concepts, principles and processes of scientific inquiry. Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables.</p>	

	<p>Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.</p> <p>21.B.4 Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.</p> <p>24.A.5 Compare and contrast strategies to prevent conflict and resolve differences</p> <p>26.A.4b Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.</p> <p>26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ul style="list-style-type: none"> ○ To gain a better understanding of advertising strategies ○ To gain a better understanding of how to write a commercial ○ To learn about the function of agencies that protect consumers: Truth in Advertising and Fair Trade Commission ○ To identify advertising techniques and identify them in commercials. 	
<p>Assessments</p>	<p>Students will produce a :30 TV commercial for their final project. They will fill out the commercial unit packet with their group along with storyboards and scripts. Students will be tested on vocabulary learned in this advertising unit.</p>	