Florida CTE

Arts, A/V Technology & Communications (2021): TV Production 1 & 2

Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Television Production.

A Key Ideas and Details

B Craft and Structure

I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4

II Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5

III Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6

C Integration of Knowledge and Ideas

I Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7

II Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8

III Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9

D Range of Reading and Level of Text Complexity

I By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. LAFS.910.RST.4.10

II By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10

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Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1

I **Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.** LAFS.910.RST.1.1

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2

II **Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** LAFS.910.RST.1.2

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3

III **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** LAFS.910.RST.1.3

Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Television Production.

A **Text Types and Purposes**

I Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1

II Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2

III Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3

B **Production and Distribution of Writing**

I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4

I Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5

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III Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6

C Research to Build and Present Knowledge

I Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7

II Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8

III Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9

D Range of Writing

I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10

Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Television Production.

3 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Television Production.

Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1

I Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1

Reason abstractly and quantitatively. MAFS.K12.MP.2.1

II Reason abstractly and quantitatively. MAFS.K12.MP.2.1

Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1

III Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1

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Model with mathematics. MAFS.K12.MP.4.1	**IV** **Model with mathematics.** MAFS.K12.MP.4.1
Use appropriate tools strategically. MAFS.K12.MP.5.1	**V** **Use appropriate tools strategically.** MAFS.K12.MP.5.1
Attend to precision. MAFS.K12.MP.6.1	**VI** **Attend to precision.** MAFS.K12.MP.6.1
Look for and make use of structure. MAFS.K12.MP.7.1	**VII** **Look for and make use of structure.** MAFS.K12.MP.7.1
Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	**VIII** **Look for and express regularity in repeated reasoning.** MAFS.K12.MP.8.1
Apply knowledge of the television production technology program instructional system, safety procedures and trade terminology--The student will be able to:	**A** **Follow classroom procedures.**
	B **State and apply general safety rules for operation of equipment and learning activities in the lab.**
	C **Utilize trade terminology in the television production lab.**
	D **Utilize trade abbreviations and acronyms as appropriate.**
	E **Transport equipment safely and securely.**
	F **Store equipment in appropriate locations.**
Identify lighting needs for a planned production--The student will be able to:	**A** **Describe types of lighting fixtures.**
	B **Identify parts of lighting fixtures and accessories.**
	C **Set-up appropriate lighting for a production.**
	D **Analyze lighting needs for production.**
Use basic television production equipment--The student will be able to:	**A** **Load, cue, transfer, record and play video and audio from tapes, DVDs, CDs, SD Cards, and HD Drives.**
	B **Set up, turn on and operate a video camera.**
	C **Set up, turn on, and operate audio production equipment.**
	Demonstrate picture composition principles.
	Identify types of video connectors.

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	F Identify types of audio connectors.
	G Identify, select and demonstrate use of an appropriate microphone.
	H Identify the qualities of a good audio track.
	I Demonstrate basic television lighting.
	J Explain the care, storage and use of television hardware and software.
	K Select appropriate equipment.
	L Identify and select microphones for production.
	M Place microphones for maximum effect.
	N Describe video and audio input and output devices.
	O Set up video and audio input and output devices for production.
	P Operate video and audio input and output devices during recording and playback.
	Q Describe function of video and audio monitors.
Interpret broadcast style scripts--The student will be able to:	A Write a script in documentary format.
	B Write a treatment.
	C Write a broadcast script including location information, camera moves and dialogue.
Work as part of the television production team--The student will be able to:	A List the job functions of the television production team.
	B Describe the steps of the production process.
	C Give and follow directions.
	D Function as a member of the production team.
	E Set and adhere to production deadlines.
Perform basic audio and video recording and editing operations--The student will be able to:	A Describe operational parts of a video recording device.
	B Operate video recording devices to record and playback.
	C Perform editing procedures for both audio and video production needs.

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Conduct online research for television production --The student will be able to:	**A** Complete an internet search for viable information used in scripting a project.
	B Identify valid websites for information retrieval.
	C Clearly state the differences between .com, .gov, .edu, and .org sites.
Operate an editing system--The student will be able to:	**A** Transfer and log video.
	B Prepare graphics for production.
	C Combine elements into a program.
	D Select best source material, such as voice over (VO), sound on tape (SOT), and B-roll, to achieve program goals.
	E Control audio mix and effects.
	F Edit a shot sequence or story for continuity.
Stage a set as directed for television production--The student will be able to: (TV 2)	**A** Dress a set for a television production.
	B Inspect for and correct safety concerns.
	C Sketch a set plan.
Perform lighting activities for a planned production--The student will be able to:	**A** Describe functions of master lighting panel and dimmer board.
	B Operate master lighting panel and dimmer board.
Use basic equipment in a television production studio--The student will be able to:	**A** Select appropriate audio and video cables for use.
	B Troubleshoot a bad cable connection.
	C Set up video and audio monitors for production.
	D Describe function of a Camera Control Unit (CCU).
	E Operate a CCU to correct video signals from studio cameras.
	F Describe parts of an audio mixing console.
	G Operate audio mixing console.
	H Operate master switcher.
	I Direct participants in production of a program.
	J Perform on-camera.

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Identify different types of script copy--The student will be able to:	**A**	**Identify scripts by format, function and utilization.**
	B	**Define terminology used in broadcast scriptwriting.**
Write a broadcast style script--The student will be able to:	**A**	**Plan and produce a storyboard.**
	B	**Specify steps leading to broadcast scripts.**
Perform character generation (CG) --The student will be able to:	**A**	**Operate a Teleprompter.**
	B	**Create television graphics using industry standard equipment.**
	C	**Understand television graphic safe zone and color design.**
	D	**Create CGs adhering to the rule of thirds.**
Operate television studio audio control system--The student will be able to:	**A**	**Identify and select microphones for production.**
	B	**Place microphones for maximum effect.**
	C	**Operate sound recording and playback devices.**
	D	**Describe parts of an audio mixing console.**
	E	**Operate audio mixing console.**