Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #8	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** School District #8 - Kootenay Lake
Developed by: Danny Leeming & Lori Jones	**Date Developed:** 2017
School Name: Mount Sentinel Secondary & LV Rogers Secondary	**Principal's Name:** Glen Campbell (MS) Tamara Maloff (LVR)
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Television Production	**Grade Level of Course:** 10, 11, 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 100

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: Television Studio, Video cameras, One/Both: Flash video server or modulator for school coaxial system

Course Synopsis: Television Production offers students an opportunity to manage, plan, and create a daily television broadcast and serve as their school community news network each morning. The focus is on creating a culture of student ownership over events, news, and community stories through this broadcast. Students are also exposed to the personal and social responsibility skills required to coordinate a live TV broadcast every morning, and the technical skills required to operate industry level equipment, tools and software.

Goals and Rationale: The goal of this course is to prepare students for fast paced media production environments, give them a sense of community ownership,

Community is built by students managing the daily broadcasts, promoting an understanding ongoing and special events, and through the 'in the field' segment production and interviews. Students will connect with experts, professionals, etc that work in our buildings to preview and summarize services both in the school and great community. Through this process students will be encouraged to self reflect and shape their broadcast and goals around how they want their community to look, feel, and present itself. By examining their purpose and projection, students will help shape school culture, and represent our values to the greater community through their work.

Aboriginal Worldviews and Perspectives:

This course has many elements of the First Peoples Principles of Learning:
- Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.

BIG IDEAS

Teamwork and Communication are essential to successful production	Media production requires knowledge of many tools (hardware/software) to be successful	Teamwork is achieved through a strong sense of personal and social responsibility	Tools and technologies can be adapted for specific purposes	History, culture, community, and value systems influence creative processes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Gather feedback from users over time to critically evaluate their design and make changes to product design or processes • Iterate the prototype or abandon the design idea **Making** • Identify appropriate tools, technologies, materials, processes, potential funding sources, and time needed for production, and where/how these could be available • Use project management processes when working individually or collaboratively to coordinate production **Sharing** • Share their progress while making to increase feedback, collaboration, and, if applicable, marketing • Decide on how and with whom to share or promote their product, creativity, and, if applicable, intellectual property • Critically evaluate their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including the ability to implement project management processes • Identify new design issues, including how they or others might build on their	Students are expected to know the following: • media technologies • media production to enhance, alter, or shape the technical elements of a project • development, maintenance, and evolution of voice in storytelling • ethical, moral, and legal considerations of using media arts technology to reproduce and distribute images, and how to deal with these issues in the design process • image-development strategies and image manipulation in order to create, respond to, or challenge design problems • role of media arts in reflecting, sustaining, and challenging beliefs and traditions • ways in which content and form influence and are influenced by historical, social, and cultural contexts • ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century • developments in media arts that incorporate the audience as active participants in the construction and evolution of content

concept

Applied Skills

• Demonstrate an awareness of safety issues for themselves, co-workers, and users in both physical and
digital environments

• Identify and evaluate their skills and skill levels, in relation to their project or design interests, and develop
specific plans to learn or refine their skills over time

Applied Technologies

• Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for
their design interests

• Analyze the role and impact of technologies in societal change, and the personal, social, and
environmental impacts, including unintended negative consequences, of their choices of technology use

• Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

• Demonstrate creative thinking and innovation inspired by improve and experimentation

• select and combine a variety of technology/software

• develop projects with an audience first mentality.

• ways to use elements of design and principles of design to convey a message, create an effect, and/or influence personal preference

• technical, stylistic, symbolic, and cultural influences and their intentional use to target audiences

• measurement using advanced diagnostic and **testing instruments**

• function and application of common electronic **components**

• use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience

• pre-production, production, and post production strategies, activities, techniques, and technologies

• skills for acting for the camera

• roles and responsibilities of pre-production, production and post production personnel, and how to specialize in those roles.

• personal and social responsibility for planning/creating film/video, ethics of cultural appropriation and copyright/plagarism.

• issues in translation of the name of a product across different cultures

naming rights

• role of **advertising** a product or service for an audience both in an international and domestic setting

• promotion of the benefits of product or service for consumer

Big Ideas – Elaborations

n/a

Curricular Competencies – Elaborations

n/a

Content – Elaborations

n/a

Recommended Instructional Components: Production meetings, collaborative planning documents,

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Peer, self, and teacher notes and reflection
- personal and social responsibility accountability check
- Skill tests for technical process and skills
- Community feedback
- Surveys and anecdotal feedback from the target audience.

Learning Resources:

- Internet
- Selkirk College
- Newtek (Maker of production hardware)

Additional Information: