

Name: \_\_\_\_\_

ARTS HIGH SCHOOL  
Principal Ricardo Pedro

# ARTS HIGH SCHOOL

PERFORMING ARTS & TELEVISION DEPARTMENT

## Summer Packet

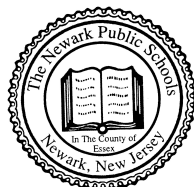
Please post ALL assignments to Google Classroom

Code: ewe80u

Email: [jrafols@nps.k12.nj.us](mailto:jrafols@nps.k12.nj.us)

***Television Production IV***

***Mr. Rafols***



*Senior Summer Assignment*

Name: \_\_\_\_\_

Welcome Senior to your final year at Arts High School. In Television Production IV, we will focus more on the film aspect, which is significantly different from television. Throughout the year, several different topics will be given for you to produce an original piece to showcase throughout the school. We will also collaborate with other performing arts departments, and work as a team to contribute projects to our major.

It will be very important for you to continue your success in the academic areas, more specifically ENGLISH, where I will monitor your progress with your teacher, and make sure you are on the right track to success. If English is not your strength, I suggest reading more to develop your imagination and develop your writing skills. Below is the summer assignment that is to be completed on the given dates. Please do not fall behind early in your Arts High School career. You are expected to do well in your “academic” courses, as well as your TV major. For your summer assignment, you will begin pre-production (the most important phase of production) on a narrative projects with the goal of completing a project every 20-30 days. Please use the following guidelines for your summer assignment:

**Please post ALL assignments to google classroom, code ewe80u or email [jrafols@nps.k12.nj.us](mailto:jrafols@nps.k12.nj.us)**

We look forward to seeing you in the beginning of the school year. Have a great summer!

Sincerely,

Mr. Rafols

*Senior Summer Assignment*

Name: \_\_\_\_\_

## SUMMER ASSIGNMENT

Please choose 5 topics and build a weekly journal on Google Classroom. We will be completing a reenactment project. For example, subjects that are being interviewed and telling a story on what happened. We will toggle between the interview and the story. Examples would be instagram influencers such as Jay Shetty and Prince EA or shows like MTVs Catfish or True Crime shows.

- Since you've become a teenager, what is the greatest challenge you've faced?
- What is the most important thing anyone has ever said to you? How did it make you feel?
- Write about a historical figure who you believe truly changed the world. Why was this person so significant?
- Write about an experience or event that you always carry with you. Why does this instance stick in your mind?
- Write a short story about a topic: Love, Comedy, Horror, etc. Your choice of 1.
- Write about the most individual person you know—and describe what sets him or her apart from other people.
- Write about a time when you learned a hard truth about yourself. How did you feel afterwards?
- What qualities make someone a good friend?
- Write about a time when you succumbed to peer pressure.
- Have you ever felt lonely? Write about an experience when you felt like you had trouble relating with other people.
- Write about a time when you had feelings for someone who didn't feel the same way.
- What did you do? How did you handle the situation?

### Requirements

- Post each entry on google classroom on time. Code: **ewe80u**
- Refer to attached rubrics for improved quality.

Name: \_\_\_\_\_

## Monthly/ Theme Projects

In preparation of next years projects, we will be focusing on creating projects by the theme. according to the themes and observances of the month. Click [here](#) for the link.

### January

- [Dry January](#) (United Kingdom)
- [National Mentoring Month](#) (United States)<sup>[1]</sup>
- [Slavery and Human Trafficking Prevention Month](#) (United States)<sup>[2][3]</sup>

### February

- [American Heart Month](#) (United States)<sup>[4]</sup>
- [Black History Month](#) (United States and Canada)
- [LGBT History Month](#) (United Kingdom)<sup>[5]</sup>
- [National Bird-Feeding Month](#) (United States)

### March

- [Hexagonal Awareness Month](#)<sup>[6]</sup>
- [Irish-American Heritage Month](#)
- [Mustache March](#)
- [National Colon Cancer Awareness Month](#)
- [Women's History Month](#)<sup>[7][8][9]</sup>
- [Youth Art Month](#)

### April

- [Arab American Heritage Month](#)
- [Autism Awareness Month](#)<sup>[10][11][12]</sup>
- [Cancer Control Month](#)
- [Confederate History Month](#)
- [Financial Literacy Month](#)<sup>[13]</sup>
- [Jazz Appreciation Month](#)
- [Mathematics Awareness Month](#)<sup>[14][15]</sup>
- [National Child Abuse Prevention Month](#)<sup>[16][17]</sup>

- [National Pet Month](#) (United Kingdom)
- [National Poetry Month](#)
- [National Poetry Writing Month](#)
- [National Volunteer Month](#)
- [School Library Month](#)
- [Second Chance Month](#)
- [Sexual Assault Awareness Month](#)<sup>[18][19][20]</sup>

### May

- [ALS Awareness Month](#) (United States)<sup>[21]</sup>
- [Asian Pacific American Heritage Month](#)<sup>[7][22]</sup>
- [Celiac Awareness Month](#)
- [Flores de Mayo](#) (Philippines)
- [Haitian Heritage Month](#)
- [International Masturbation Month](#)<sup>[23][24][25]</sup>
- [Jewish American Heritage Month \(USA\)](#)<sup>[8][26]</sup>
- [May devotions to the Blessed Virgin Mary](#)
- [Mental Health Awareness Month](#)<sup>[27]</sup>
- [National Bike Month](#)
- [National Foster Care Month](#)<sup>[28]</sup>
- [National Guide Dog Month](#) (2008, 2009)
- [National Pet Month](#) (United States)
- [National Smile Month](#) (United Kingdom, May and June)
- [National Stroke Awareness Month](#)
- [South Asian Heritage Month](#) (Ontario, Canada)

### June

Name: \_\_\_\_\_

- [African-American Music Appreciation Month](#)<sup>[29][30]</sup>
- [ALS Awareness Month](#) (Canada)
- [Alzheimer's & Brain Awareness Month](#) (USA)<sup>[31]</sup>
- [LGBT Pride Month](#)
- [National Safety Month](#)<sup>[32]</sup>
- [National Smile Month](#) (United Kingdom, May and June)

#### September

- [Amerindian Heritage Month \(Guyana\)](#)
- [Gospel Music Heritage Month](#)<sup>[33]</sup>
- [National Bourbon Heritage Month](#)
- [National Childhood Cancer Awareness Month](#)<sup>[citation needed]</sup>
- [National Guide Dog Month](#) (US)
- [National Hispanic Heritage Month](#) (US; September 15 to October 15)<sup>[7][34]</sup>
- [National Honey Month](#)
- [National Preparedness Month](#)<sup>[35]</sup>
- [National Prostate Health Month](#)<sup>[36]</sup>
- [National Yoga Month](#)
- [Pain Awareness Month](#)<sup>[37]</sup>

#### October

- [Black History Month](#) (United Kingdom)
- [Breast Cancer Awareness Month](#)
- [Filipino American History Month](#) (United States)
- [Italian-American Heritage and Culture Month](#) (United States)

- [LGBT History Month](#) (US and Canada)<sup>[38]</sup>
- [National Arts & Humanities Month](#)
- [National Bullying Prevention Month](#) (US)
- [National Cyber Security Awareness Month](#)<sup>[39][40]</sup>
- [National Disability Employment Awareness Month](#)<sup>[7][8][41]</sup>
- [National Hispanic Heritage Month](#) (US; September 15 to October 15)<sup>[34]</sup>
- [National Pizza Month](#)
- [National Work and Family Month](#)<sup>[42]</sup>
- [Polish American Heritage Month](#)<sup>[citation needed]</sup>

#### November

- [Academic Writing Month](#)
- [COPD Awareness Month](#)<sup>[43]</sup>
- [Movember](#) - November events to raise awareness and funds for men's health issues, such as prostate cancer and depression
- National [Alzheimer's Disease Awareness Month](#) (USA)<sup>[44]</sup>
- National [Family Caregivers Month](#) (USA)<sup>[45]</sup>
- [National Novel Writing Month](#) - people from all over the world try to write a 50,000-word novel in a month
- [Native American Indian/Alaska Native Heritage Month](#)<sup>[7][8][46]</sup>

Name: \_\_\_\_\_

## Journal Entry Rubric

Please fill in the self-assessment section on the bottom before handing in this assignment

	A	B	C	D/F
<b>Content / Meaning</b>	Demonstrates a clear focus on the assigned task/topic and addresses all parts of the task	Maintains focus on the assigned task/topic and addresses most of the task	Some focus on the assigned task/topic yet focus is not entirely clear	Lacks a clear focus on the assigned topic; does not address the task
<b>Analysis and Interpretation</b>	Reveals an in-depth analysis and interpretation of the novel/issue; makes insightful connections	Conveys a thorough understanding of task and novel/issue; makes explicit connections	Conveys a basic understanding of the task and the novel/issue; makes few or superficial connections	Provides a confused or inaccurate understanding of the task or the novel; unclear or no connections
<b>Development and Completion</b>	Ideas are clearly and fully developed by making effective use of relevant and specific details from the novel or facts about the issue; all parts of the task are completed with care	Ideas are clearly and consistently developed by using relevant and specific details from the novel or the issue; all parts of the task are complete	Ideas are briefly developed using some details from the novel/issue; all parts of the task are complete, but some parts lack development	Ideas are largely incomplete; one or more parts of the task are incomplete
<b>Language and Conventions</b>	Exhibits correct spelling, grammar, punctuation; project uses sophisticated language and vivid details from the text	Mostly correct spelling, grammar, punctuation; uses appropriate/effective language and incorporates sensory detail	Exhibits errors that somewhat hinder comprehension; some appropriate/effective language and sensory language	Exhibits many errors that hinder comprehension; uses few or no effective words or sensory language
<b>Thematic Connections</b>	Makes insightful connections	Makes explicit connections	Makes few or superficial connections	Little or no connections made

Name: \_\_\_\_\_

For Future Use, this is what we will be completing throughout the year.

**Self-Assessment**

*The best aspect of this assignment is:*

---

---

---

---

*One aspect of this assignment that may require further revision is:*

---

---

---

---

The grade I would give this assignment is: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Comments:

---

---

---

Name: \_\_\_\_\_

## Creative Writing Rubric

Outcome	5	4	3	2	1
Students will write well organized, cohesive papers.	Work functions well as a whole. Piece has a clear flow and a sense of purpose.	Response has either a strong lead, developed body, or satisfying conclusion, but not all three.	Uneven. Awkward or missing transitions. Weakly unified.	Wanders. Repetitive. Inconclusive.	Incoherent and fragmentary. Student didn't write enough to judge.
Students will demonstrate human connection	Whatever the approach—realistic, expressionistic, surrealistic, etc.—the writing offers the reader a human connection through intelligible language.	Writing rises to moments of poetic or dramatic interest but reveals that the writer needs to engage more frequently with his or her writing process and reconsider the work by cutting or transforming expository passages into poetry or narrative.	The writer finished a rough draft but through sloth or ego never advanced the writing further.	The writer's draft is minimal and lacks a human connection.	Blank page or missed assignment.
Students will demonstrate original, creative writing.	Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony. Surprises the reader with unusual associations, breaks conventions, thwarts expectations.	Some startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons. Inconsistent.	Sentimental, predictable, or cliché.	Borrows ideas or images from popular culture in an unreflective way.	Cursory response. Obvious lack of motivation and/or poor understanding of the assignment.