

PCSB ITV Elementary Lesson Plan: Graphics for TV Production

I. Basic Information:

Name: Michael Robertson Angela Price

Position: Teachers

School: North Lakeland Elementary School of Choice

Grade Level focus: 4-5

Lesson title: Graphics for TV Production

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

Language Arts	LA.A.1.2.4 clarifies understanding by rereading, self correction, summarizing, checking other sources, and class or group discussion.
	LA.B.1.2.1 prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
	LA.B.2.2.3 writes for a variety of occasions, audiences, and purposes.
	LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker
	LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing what is said.

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:</p> <ul style="list-style-type: none"> A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement. B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning. C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners. D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills. E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:</p> <ul style="list-style-type: none"> A. ensure equity of access to technology resources that enable and empower all learners and educators. B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher:

IA- demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
IIB- identify and locate technology resources and evaluate them for accuracy and suitability
IIIC-plan for the management of technology resources within the context of learning activities
IIIB-apply technology to develop students' higher order skills and creativity.

Student:

1. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
2. Students use technology tools to enhance learning, increase productivity, and promote creativity.
3. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
4. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

III. Overall description of the project:

The students will identify the purpose and elements of readability for computer graphics. Students will compose graphics for TV production.

IV. Materials and Resources required for lesson plan implementation:

Computer, graphics software (i.e LiveType, Carrara, etc.)

V. Any special accommodations: i.e. ESE/ESOL

Pair students, help with ESOL teacher

VI. Assessment/ evaluation of the lesson: see attached Rubric

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

<p>Anticipatory Set: Students can look forward to creating a lively graphic for TV production.</p> <p>Background Knowledge: Students should have mastered a beginner's level of LiveType/Carrara.</p> <p>Note: Teacher will need to have knowledge of graphic software.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students will plan needed graphic (announcements, name bars, etc.) by discussing it with ITV teacher. 2. Students will choose graphic software to compose graphic. 3. Students will work in pairs at computer workstations.

4. Teacher will discuss color contrast and size of graphics.
5. Students will compose graphics to be reviewed by teacher.

VIII. Unit Outcomes or Product Produced:

Student- made graphics will be used as necessary for future morning news shows.

VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

Research has shown that viewers will assimilate information to a much greater degree by reading or seeing the information (computer graphics) as well as hearing the information. By reading and listening to the information, viewer interest and comprehension can be increased.

Name: _____

Date: _____

Project Title:

Teacher(s):

Graphics for TV Production



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of color contrast and size	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other: _____	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments: