

PCSB ITV Middle School Lesson Plan:

Storyboarding, writing, filming and editing a news package

I. Basic Information:

Name: Wendy Setterberg

Position: Video Production Teacher

School: Lake Gibson Middle School Grade Level focus: 6

Lesson title: Storyboarding, Writing, Filming & Editing a news package.

Subjects:

Sunshine State Standard Addressed:

(List areas that the lesson addresses) (Benchmark, strand, brief explanation)

Language Arts	LA.C.1.3.1 listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
	LA.C.2.3.1 determines main concept, supporting details, stereotypes, bias and persuasion techniques in a non-print message.
	LA.C.2.3.2 Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience
	LA.D.2.3.2 uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
	LA.B.1.3.1 organizes information before writing according to the type and purpose of writing.
	LA.B.2.3.4 uses electronic technology including databases and software to gather information and communicate new knowledge. Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
	LA.B.1.3.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in presentation of ideas.

Mathematics	MA.D.1.3.1 describes, analyzes and generalizes a wide variety of patterns, relations and functions.
Science	SC.H.3.3.7 Understands that science, technology and society are interwoven and interdependent. Knows that computers speed up and extend peoples ability to collect, sort, and analyze data; prepare research reports; and share date and idea with others.
Theatre	TH.E.1.3.3 Knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theatre, film, television and electronic media.
Visual Arts	VA.B.1.3.2 Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Technology Training Modules used in development:

Television Production Today

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

Student:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Teacher: If applicable to plan.

1. IA -Demonstrate introductory knowledge, skills, and understanding of concepts related to storyboarding, scriptwriting, camera operation, and editing technology.
2. IID - Plan for the management of technology resources within the context of learning activities.
3. IIIB - Use technology to support learner-centered strategies that address the diverse needs of students
4. IIE - Plan strategies to manage student learning in a technology-enhanced environment.
5. IIIA - Facilitate technology-enhanced experiences that address content standards and student technology standards
6. IIID - Manage student learning activities in a technology-enhanced environment.

III. Overall description of the project: What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

The students will be able to create a news package from beginning to end for our daily news program, "The Shark Zone." This activity will walk them through creating a news package from pre-production to production to post-production. They will use various forms of technology, including digital camcorders and Macintosh computers. When completed, they will have used many different types of equipment and various computer programs including Final Cut Pro and Livetype.
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IV. Materials and Resources required for lesson plan implementation:

Storyboards, paper, pens/pencils, digital video camcorder/battery/power supply, microphone, mic cord, tripod, mini DV tapes, headphones, firewire cable, G4 Macintosh computer, Final Cut Pro, LiveType, Photoshop
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V. Any special accommodations: i.e. ESE/ESOL

E.S.O.L – Re-explanation to Spanish-speaking student.
E.S.O.L. – Pair Spanish student with bilingual student.
E.S.E. – Pair with another student to assist.

VI. Assessment/ evaluation of the lesson:

Process	Below Avg.	Satisfactory	Excellent
1. Had 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
6. Worked with group members	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 writing/editing	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

Total Score: _____

Teacher(s) Comments:

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

<p><u>Anticipatory Set:</u> The teacher will show the students two news packages. One produced by students from last year's video program and the other from a real news broadcast by a local news station, such as FOX 13 News. Teacher and class will compare and contrast the packages. Then they will talk about how to put a news package together.</p> <p><u>Background Knowledge:</u> Student must have the knowledge of writing a news script, creating a storyboard and editing using final cut pro.</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1. Teacher puts the students into groups. 2. Teacher gives the students a list of news stories from around the school that they can cover. 3. Groups choose a news story and brainstorm ideas for their package.

4. Students storyboard their ideas for the news package.
5. Students begin writing parts of the script for the reporter of the group.
6. Students check out equipment to interview other students, teachers, administration and staff about their news story.
7. After interviews are complete, students can change their script/storyboard as needed.
8. Students check out equipment to film reporter's segments and/or voiceovers for the package and any cut away shots that are necessary.
9. Once filming is complete, students work together to log and capture all footage into the computer.
10. After logging and capturing is complete, students work together to edit the footage into a news package with interviews and cutaway shots.
11. Students create namebars and other graphics using Livetype or Photoshop.
12. Students print the final package to video. The tapes will all be played and critiqued by the teacher and the entire class.

VIII. Unit Outcomes or Product Produced:

The students will have used technology to create their own news package to air on our school's news program, "The Shark Zone."

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

Technology is extremely important in the lesson plan. Student must compose shots using digital camcorders, record audio using microphones, keep shots steady with a tripod, log and capture footage with a digital camcorder/Macintosh computer, and edit using the digital editing program Final Cut Pro. They will definitely be immersed in technology during this lesson. The skills they learn during this lesson will also be using in their futures if they plan to go into the field of television broadcasting.