

PCSB ITV CURRICULUM 9-12 LESSON PLANS

History of Television Internet Research and PowerPoint Presentation

I. Basic Information:

Name: Pam Baker

Position: ITV teacher

School: Lakeland High School Grade Level focus: 9-12 TELEVISION PRODUCTION 1

Lesson title: History of Television Internet Research and PowerPoint Presentation

Subjects:

(List areas that the lesson addresses)

Sunshine State Standard Addressed:

(Benchmark, strand, brief explanation)

Visual and Performing Arts	TH.A.3.4 The student designs, conceptualizes, and interprets formal and informal productions 1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
	TH.E.1.4 The student understands applications of the role of theatre, film, television, and electronic media in everyday life 1. understands how to use various arts media to enhance communication in theatrical productions. 3. understands the pertinent skills necessary to pursue theatre careers and a vocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing). 4. understands the necessity of goal-setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.
	VA.A1.4 The student understands and applies media, techniques, and processes. 1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination. 2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner. 3. knows how the elements of art and the principles of design can be used to solve specific art problems. 4. uses effective control of media, techniques, and tools when communicating an idea in both two dimensional and three-dimensional works of art.
	VA.B.1.4 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. 1. applies various subjects, symbols, and ideas in works of art. 2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. 3. understands some of the implications of intentions and purposes in particular works of art. 4. knows how the elements of art and the principles of design can

	be used and solves specific visual art problems at a proficient level.
History and Social Science	SC.H.3.4 The student understands that science, technology, and society are interwoven and interdependent.
	SS.A.1.4 The student understands historical chronology and the historical perspective.

Technology Training Modules used in development:

Internet usage and etiquette	PowerPoint	
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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: If applicable to plan.

<p>1. TECHNOLOGY OPERATIONS AND CONCEPTS. <i>Teachers demonstrate a sound understanding of technology operations and concepts.</i> Teachers:</p>
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<ul style="list-style-type: none"> ➤ demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students) ➤ demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
<p>2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. <i>Teachers plan and design effective learning environments and experiences supported by technology. Teachers:</i></p> <ul style="list-style-type: none"> ➤ design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. ➤ apply current research on teaching and learning with technology when planning learning environments and experiences. ➤ identify and locate technology resources and evaluate them for accuracy and suitability. ➤ plan for the management of technology resources within the context of learning activities. ➤ plan strategies to manage student learning in a technology-enhanced environment.
<p>3. TEACHING, LEARNING, AND THE CURRICULUM. <i>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:</i></p> <ul style="list-style-type: none"> ➤ facilitate technology-enhanced experiences that address content standards and student technology standards. ➤ use technology to support learner-centered strategies that address the diverse needs of students. ➤ apply technology to develop students' higher order skills and creativity. ➤ manage student learning activities in a technology-enhanced environment.
<p>4. ASSESSMENT AND EVALUATION. <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i></p> <ul style="list-style-type: none"> ➤ apply technology in assessing student learning of subject matter using a variety of assessment techniques. ➤ use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. ➤ apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
<p>5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. <i>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:</i></p> <ul style="list-style-type: none"> ➤ model and teach legal and ethical practice related to technology use. ➤ apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. ➤ identify and use technology resources that affirm diversity ➤ promote safe and healthy use of technology resources. ➤ facilitate equitable access to technology resources for all students.

Student:

<p>1. Basic operations and concepts</p> <ul style="list-style-type: none"> ➤ Students demonstrate a sound understanding of the nature and operation of technology systems. ➤ Students are proficient in the use of technology.
<p>2. Social, ethical, and human issues</p>

<ul style="list-style-type: none"> ➤ Students understand the ethical, cultural, and societal issues related to technology. ➤ Students practice responsible use of technology systems, information, and software. ➤ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
<p>3. Technology productivity tools</p> <ul style="list-style-type: none"> ➤ Students use technology tools to enhance learning, increase productivity, and promote creativity. ➤ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
<p>4. Technology communications tools</p> <ul style="list-style-type: none"> ➤ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ➤ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
<p>5. Technology research tools</p> <ul style="list-style-type: none"> ➤ Students use technology to locate, evaluate, and collect information from a variety of sources. ➤ Students use technology tools to process data and report results. ➤ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

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?

Students explore the history of television through an internet research “scavenger hunt” for facts and images. Students create a folder and copy images from internet web pages of historical aspects of television (photos of inventors, early equipment, etc.) Students incorporate these images into a PowerPoint slide show including text, animation, still graphics, and appropriate transitions. This is recommended as an initial project to assess students’ general computer skills and behavior.

IV. Materials and Resources required for lesson plan implementation:

Project instructions, History of Television Exercise, PowerPoint guide and training

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

As indicated in child’s IEP. General accommodations include written and

oral directions and instructions, teacher circulation

VI. Assessment/ evaluation of the lesson:

Prompts for Student Reflection and Response to Assignment

1. What was the most difficult part of this project?
2. List 2 circumstances in which you encountered conflicting information about various inventors.
3. How can two or more individuals or groups independently in separate locations "invent" the same thing?
4. List three things you learned from completing this assignment.



Television Production 1	<h1 style="text-align: center;">History of Television</h1> <h2 style="text-align: center;">Internet Research and PowerPoint</h2> <p>Performance Task: Students explore the history of Television through an internet research "scavenger hunt" for facts and images. Students create a folder and copy images from various internet source and create a PowerPoint slide show including text, animation, still graphics, and appropriate transitions.</p>
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Performance Element	Level 4	Level 3	Level 2	Level 1
Understanding and use of PowerPoint program	Demonstrates a thorough understanding of basic content and concepts.	Demonstrates a proficient understanding of basic content and concepts; minor errors do not detract from the overall response.	Demonstrates marginal understanding of basic content and concepts; major errors of fact are present.	Demonstrates little understanding of basic content and concepts.
PowerPoint slides	Contains all information and are easily understood.	Contains most information and are easily understood.	Contains most of the basic information; some parts are not easily understood.	Is missing basic information ; is difficult to understand.
Required Elements for final PowerPoint product.	All required elements are present.	Most required elements are present.	Some of the required elements are present but contain inaccuracies.	Many required elements are missing or confusing.
Accuracy of information gathered.	Completely accurate	Accurate for the most part; minor errors do not detract from the overall response.	Partially accurate; major errors of fact are present.	Little or no accuracy.
Access and Use of Information	Independently accesses and uses information	Requires occasional support to access and use information from electronic sources.	Requires frequent support to access and use information from electronic sources.	Requires extensive support to accesses and use information from electronic sources.
Work Habits	Begins and finishes work promptly; no reminders	Begins and finishes work; few reminders	Begins and finishes work; many reminders	Has difficulty finishing work

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

Anticipatory set: Basic computer familiarity and skills. Students are familiar with the particular operating system and have some basic knowledge of creating documents and folders. Students understand the concept of saving their work.

This project involves approximately 450 classroom minutes (10 45-minute or 5 90-minute classes)

Session 1: Review of acceptable computer usage, etiquette, and rules. Learn or review procedures for creating folders and saving work. Practice locating and saving images and information from websites.

Session 2: Learn/review procedures for launching PowerPoint program, saving documents, various templates, and backgrounds, WordArt, adding text, use of clip art and other images.

Session 3: Discussion and teacher selected examples of appropriate font selection and size, readability, and use of contrasting elements as applicable to television and general presentations.

Session 4: Classroom discussion about what it means to “invent something.” Provide examples of how various researchers, although work independently, often development very similar things. Examples include various countries developing weapons, competing computer and software manufactures, competing soft drink companies, etc. Likewise the history of television research and development is not always clear-cut. Different factors such as politics and money also play into developing an “industry standard.” A recent example might include the FCC decision on the HDTV standard. Introduce and explain “History of Television” project. Provide students with project. Students begin internet research to locate answers for questions and prompts on handout.

Session 5: Students continue work to answer questions and locate images for project.

Session 6: Students place images and information into a PowerPoint Slide Show.

Session 7: Students place images and information into a PowerPoint Slide Show.

Session 8: Students place images and information into a PowerPoint Slide Show.

Session 9: Students rehearse and perfect slide timings, transitions and add sound files where appropriate.

Session 10: Student present and share individual work. Complete self-assessment and reflection as well as teacher assessment.

Self-Assessment: self-assessment using teacher-prepared rubric and written reflection to teacher-provided prompts

Teacher-Assessment: teacher-prepared rubric

VIII. Unit Outcomes or Product Produced:

Students learn, research, and discuss how multiple persons or groups have ownership and involvement in the research and development of emergent technologies. This takes place at various points on the historical continuum not limited to television history. Additional examples include various “patent wars” and other claims of invention and discovery.

Individual/group-produced PowerPoint slideshow presenting facts and images relevant to the early history and development of television.

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

Students demonstrate internet research and navigation skills as well as learn/review and apply skills in a basic, industry-standard presentation program (PowerPoint). This lesson is designed to provide an opportunity to assess the students’ general computer skills and abilities to act responsibly in a lab setting.