

# PCSB ITV CURRICULUM 9-12 LESSON PLANS

## Portfolio: "Reel"

### I. Basic Information:

Name: Pam Baker \_\_\_\_\_ Position: ITV teacher

School: Lakeland High School Grade Level focus: (9-12) Television Production 3

Lesson title: Portfolio Project Video

Students reflect on and assess their skills in television production. Students then produce a 3-minute portfolio highlighting, summarizing, and marketing their skills as media professionals. This project present an opportunity to reflect and assess current skills and make plans for further training and skill acquisition.

Teaching Tools: Project instructions and planning sheet, project response sheet

**Subjects:**  
(List areas that the lesson addresses)

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

<b>Language Arts</b>	<b>LA.A.1.4</b> The student uses writing processes effectively. The student uses the reading process effectively. 1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection. 2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. 3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. 4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
	<b>LA.A.2.4</b> The student constructs meaning from a wide range of texts. 1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material. 2. determines the author's purpose and point of view and their effects on the text. 3. describes and evaluates personal preferences regarding fiction and nonfiction. 4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. 5. identifies devices of persuasion and methods of appeal and their effectiveness. 6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. 7. analyzes the validity and reliability of primary source information and uses the information appropriately. 8. synthesizes information from multiple sources to draw

	conclusions.
	<p><b>LA.B.1.4</b> The student uses writing processes effectively.</p> <ol style="list-style-type: none"> <li>1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.</li> <li>2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</li> <li>3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</li> </ol>
	<p><b>LA.B.2.4</b> The student writes to communicate ideas and information effectively.</p> <ol style="list-style-type: none"> <li>1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.</li> <li>2. organizes information using appropriate systems.</li> <li>3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</li> <li>4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.</li> </ol>
<b>Visual Arts</b>	<p><b>VA.A1.4</b> The student understands and applies media, techniques, and processes.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner.</li> <li>3. knows how the elements of art and the principles of design can be used to solve specific art problems.</li> <li>4. uses effective control of media, techniques, and tools when communicating an idea in both two dimensional and three-dimensional works of art.</li> </ol>

**Technology Training Modules used in development:**

<b>Captain Video's Handbook</b>	<b>FPC 4.5 ITV Guide</b>	
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**II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)**

**Administrator: If applicable to plan.**

<b>1. II. LEARNING AND TEACHING.</b>
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Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- 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.

## **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:

- 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.**

#### **1. TECHNOLOGY OPERATIONS AND CONCEPTS.**

*Teachers demonstrate a sound understanding of technology operations and concepts.*

*Teachers:*

- 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.

#### **2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- 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.

#### **3. TEACHING, LEARNING, AND THE CURRICULUM.**

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- facilitate technology-enhanced experiences that address content standards and

<ul style="list-style-type: none"> <li>➤ student technology standards.</li> <li>➤ use technology to support learner-centered strategies that address the diverse needs of students.</li> <li>➤ apply technology to develop students' higher order skills and creativity.</li> <li>➤ manage student learning activities in a technology-enhanced environment.</li> </ul>
<p><b>4. ASSESSMENT AND EVALUATION.</b>  <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ apply technology in assessing student learning of subject matter using a variety of assessment techniques.</li> <li>➤ use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</li> <li>➤ apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</li> </ul>
<p><b>5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.</b>  <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"> <li>➤ model and teach legal and ethical practice related to technology use.</li> <li>➤ apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</li> <li>➤ identify and use technology resources that affirm diversity</li> <li>➤ promote safe and healthy use of technology resources.</li> <li>➤ facilitate equitable access to technology resources for all students.</li> </ul>

**Student:**

<p><b>1. Basic operations and concepts</b></p> <ul style="list-style-type: none"> <li>➤ Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>➤ Students are proficient in the use of technology.</li> </ul>
<p><b>2. Social, ethical, and human issues</b></p> <ul style="list-style-type: none"> <li>➤ Students understand the ethical, cultural, and societal issues related to technology.</li> <li>➤ Students practice responsible use of technology systems, information, and software.</li> <li>➤ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>
<p><b>3. Technology productivity tools</b></p> <ul style="list-style-type: none"> <li>➤ Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> <li>➤ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</li> </ul>
<p><b>4. Technology communications tools</b></p> <ul style="list-style-type: none"> <li>➤ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</li> <li>➤ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>

**5. Technology research tools**

- 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.

**6. Technology problem-solving and decision-making tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

**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 careers in television production by rotating through 5 major production tasks

**IV. Materials and Resources required for lesson plan implementation:**

**Project instructions and planning sheet, project response sheet, *ITV Final Cut Pro Quick Reference Guide, Captain Video's Handbook***

**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:**

**Self-Promotion/Portfolio Student Response**

1. Summarize how you presented your skills in the following areas.

Talent

Camera operator

Audio technician

Producer/director

Technical director/editor

2. Which one of the above positions is your strongest. Explain.
3. Which one of the above positions is your weakest. Explain.
4. How do you feel a prospective employer would perceive you as a job applicant based on your completed project?

Self-Promotional/Portfolio Video				
Television Production 3	<p><b>Performance Task:</b> Students reflect on and self-assess their skills in television production by producing a 3-minute video portfolio showcasing their skills and accomplishments</p>			
Performance Element	Level 4	Level 3	Level 2	Level 1
Understanding of equipment use and editing techniques	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.
Required Elements	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	Completed project accurately reflects students skills and abilities	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.

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

**Anticipatory set:** Average to advanced understanding of computer video editing. Students have already completed or contributed to the completion of several video projects including a news show, news package, and computer graphics

This project should be assigned at the beginning of the school term so that students may adequately prepare and archive their work. Final completion of this project involves approximately 450 classroom minutes (10 45-minute or 6 90-minute classes)

**Session 1:** Assignment and review of project and tasks to be accomplished. Students complete self-assessment and planning activity

**Session 2:** Students brainstorm ideas for marketing themselves and their skills as well as presenting their information in a CONCISE and attractive manner to a prospective employer

**Session 3:** students work on project with teacher guidance as needed

**Session 4:** students work on project with teacher guidance as needed

**Session 5:** students work on project with teacher guidance as needed

**Session 6:** students work on project with teacher guidance as needed

**Session 7:** students work on project with teacher guidance as needed

**Session 8:** students work on project with teacher assistance and guidance as needed, Begin informal peer review

**Session 9:** final editing and peer review

**Session 10:** Present and share projects, student assessment and teacher assessment

**Out of class assignment: Reflect on most and least favorite positions. Explore and research education necessary to usually obtain entry level position and potential for advancement**

**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 reflect on required for employment in the television news industry and produce a 3-minute video portfolio showcasing their current talents and abilities. Students reflect on their individual strengths and areas where more work and training are needed.

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

Student use technology to explore careers in the television production industry.