

PCSB ITV CURRICULUM 9-12 LESSON PLANS

Field Production Project

I. Basic Information:

Name: Pam Baker _____ Position: ITV teacher

School: Lakeland High School Grade Level focus: (9-12) TELEVISION PRODUCTION 4

Lesson title: Field Production Project

Students work in teams to manage time and resources required to set-up, record, and perform necessary post-production work on the field production of a major school event such as sporting event, pageant, or talent show.

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)

Language Arts	LA.D.2.4 The student understands the power of language. 1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. 2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication. 3. recognizes production elements that contribute to the effectiveness of a specific medium. 4. effectively integrates multimedia and technology into presentations. 5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information. 6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.
Visual and Performing Arts	VA.A.1.4 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.

Technology Training Modules used in development:

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

Administrator: If applicable to plan.

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:

- 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:

<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.

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 utilize chroma-key technology, script writing and studio production skills to produce a 2-minute weather segment for the school news show

IV. Materials and Resources required for lesson plan implementation:

Project instructions and planning 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:

Field Production Project Response

1. What obstacles did your group have to overcome

Technical issues

Human resource issues

2. How did your group accommodate last minute changes in the production schedule?

3. What would you do differently next time?

4. List 4 things you learned about yourself during this production process.

5. List 4 things you learned about working with a team during this production process.

Television Production 4 9-12	Field Production Assignment			
Performance Element	Level 4	Level 3	Level 2	Level 1
Understands and demonstrates appropriate use of equipment	Demonstrates a thorough understanding of basic content and concepts.	Demonstrates a proficient understanding of basic content and concepts; minor errors	Demonstrates marginal understanding of concepts	Demonstrates little understanding of basic concepts.
Organizational Plan	Plan is logical and consistently maintained.	Plan is logical and generally maintained.	Plan contains some logical flaws.	Plan is illogical and not maintained.
Work Completion	All work is complete per expectations	Most work is complete; some expectations may not be met	Much work is incomplete and several expectations not met	Little or no attempt to complete work
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
Courtesy	Consistently demonstrates consideration, cooperation, sensitivity and generosity when helping others; others consistently and positively recognize these efforts.	Consistently tries to demonstrate consideration, cooperation, sensitivity and generosity when helping others, but others are uncomfortable with these efforts.	Occasionally finds it difficult to demonstrate consideration, cooperation, sensitivity and generosity when helping others.	Consistently finds it difficult to demonstrate consideration, cooperation, sensitivity and generosity when attempting to help others.

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

Anticipatory set: Intermediate to advanced field production and postproduction skills.

This project involves approximately 270 classroom minutes (6 45-minute or 3 90-minute classes) plus time outside class to tape the event.

Session 1: Assignment and review of project and tasks to be accomplished. Planning and equipment selection.

Session 2: Delegation of tasks. Trial set up and trouble shooting of equipment.

Record event

Session 3: Log and capture video (if not done on site)

Session 4: Postproduction editing

Session 5: Postproduction editing

Session 6: Final editing and presentation

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 work together to produce a field production and perform necessary postproduction editing.

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

Students demonstrate their skills in selecting and setting up field production equipment. This project also requires the use of trouble-shooting skills as well as interpersonal skills.