

PCSB ITV CURRICULUM 9-12 LESSON PLANS

Keys to Character LiveType Public Service Announcements (PSAs)

I. Basic Information:

Name: Pam Baker _____ **Position:** ITV teacher

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

Lesson title: *Keys to Character* PSA (Livetype)

Students brainstorm, script and storyboard a public service announcement communicating the concept of one of the 11 *Keys to Character*: Responsibility, Compassion, Tolerance, Citizenship, Patriotism, Respect, Honesty, Self-control, Cooperation, Kindness. Students open and use an existing LiveType template. Students gain knowledge of the structure of LiveType files.

Teaching tools: Project instructions, *ITV LiveType Quick Reference Guide*. **Further information regarding *Keys to Character* may be found at [http://www. polk-fl.net/MarkWilcoxCenter/HealthEd/KeysCharacter.htm](http://www.polk-fl.net/MarkWilcoxCenter/HealthEd/KeysCharacter.htm)**

Subjects:
(List areas that the lesson addresses)

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

<p>Visual and Performing Arts</p>	<p>TH.A.3.4 The student designs, conceptualizes, and interprets formal and informal productions</p> <ol style="list-style-type: none"> 1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text. 2. understands the technical (physical and chemical) aspects of theatre production to safely create properties, sound, costumes, and makeup. 3. designs, implements, and integrates all sound effects into the production concept. 4. understands all technical elements used to influence the meaning of the drama.
	<p>VA.A1.4 The student understands and applies media, techniques, and processes.</p> <ol style="list-style-type: none"> 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.
	<p>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.</p> <ol style="list-style-type: none"> 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

	<p>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.</p>
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Technology Training Modules used in development:

LiveType		
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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> <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.</p>

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 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.

4. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- 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.

5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

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:

- 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:

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and

<p>software.</p> <ul style="list-style-type: none"> ➤ 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.

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 brainstorm, script and storyboard a graphics only public service announcement communicating the concept of one of the 10 *Keys to Character*: Responsibility, Compassion, Tolerance, Citizenship, Patriotism, Respect, Honesty, Self-control, Cooperation, Kindness. Students open and use an existing LiveType template. Students gain knowledge of the structure of LiveType files and scaffold knowledge for later use of Final Cut Pro.

IV. Materials and Resources required for lesson plan implementation:

Project instructions, *ITV LiveType Quick Reference Guide*. Further information regarding *Keys to Character* may be found at [http://www. polk-fl.net/MarkWilcoxCenter/HealthEd/KeysCharacter.htm](http://www.polk-fl.net/MarkWilcoxCenter/HealthEd/KeysCharacter.htm)

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. Explain how font styles and colors can affect the mood of a presentation.
4. In your own words, define the terms readability and contrasting elements.

<h2 style="text-align: center;">Keys to Character LiveType</h2> <p>Performance Task: Students create a LiveType graphic communicating the concept of one of the 10 PCSB "Keys to Character" (Responsibility, Compassion, Tolerance, Citizenship, Patriotism, Respect, Honesty, Self-Control, Cooperation, Kindness)</p>				
Television Production	Level 4	Level 3	Level 2	Level 1
Performance Element	Level 4	Level 3	Level 2	Level 1
Understanding and use of LiveType 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.
Spelling	No spelling errors	1-2 spelling errors	3 or more spelling errors; reader can understand main ideas.	Many spelling errors which interfere with readers' ability to understand.
Cooperative Learning	Actively listens to and values the opinion of others.	Actively listens to but it is not evident that he/she values the opinion of others.	Listens to but does not value the opinion of others OR values the opinion of others but does not listen to them.	Does not listen to and does not value the opinion of others.
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 access and use information from electronic sources.
Audience Impact	Given the purpose of the performance, the desired audience result was effectively achieved.	Given the purpose of the performance, the desired audience result was adequately achieved.	Given the purpose of the performance, the desired audience result was minimally achieved.	Given the purpose of the performance, the desired audience result was not achieved.
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 familiarity with the computer operating system. Students have completed at least one LiveType document previously in a teacher-directed demonstration lesson.

This project involves approximately 360 classroom minutes (8 45-minute or 4 90-minute classes)

- Session 1:** Review of LiveType program. Introduction of assignment. Guided exploration of Internet resources related to “Keys to Character.”
- Session 2:** Continued exploration of “Keys to Character.” Personal selection or teacher assignment of a particular “Key.”
- Session 3:** Research and Storyboarding of concept for promoting particular “Key to Character.”
- Session 4:** Discussion: how fonts and effects contribute to the “mood” of a production. For example, exploding letters would be appropriate for a “4th of July” graphic, yet highly inappropriate for a graphic paying tribute to “Our Fallen Heroes.” Students select LiveType template and begin “building” presentation. (Advanced students may chose to build an original LiveType rather than using an existing template).
- Session 5:** Students continue work with teacher circulation and interaction.
- Session 6:** Demonstration: copying and pasting layers and effects in LiveType; Lengthening presentation.
- Session 7:** Students continue work with teacher circulation and interaction.
- Session 8:** Students finalize and display their work

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 demonstrate ability to use an existing LiveType template and build future knowledge for use of digital video editing software. Students produce an animated graphic for use in the school’s daily news show highlighting one of the 10 “Keys to Character” taught in the Polk County School System.

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

Students use a video graphics-editing program to present one of 10 “Keys to Character.” This is an exercise in personal growth, reflection, and exploration and the development of marketable technological skills.