

PCSB ITV CURRICULUM 9-12 LESSON PLANS

Instructional Video: Connecting a DVD player to a TV

I. Basic Information:

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

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

Lesson title: *How To Video: Connect a DVD player to a TV*

Students storyboard and script a 2-minute video instructing teachers how to connect a DVD player to a TV. Project variations include connecting a TV to a VCR, input device to a media projector, etc.

Subjects:
(List areas that the lesson addresses)

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

<p>Visual and Performing Arts</p>	<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 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>Physical Education (Safety)</p>	<p>PE.B.2.4 The student demonstrates responsible personal and social behavior in physical activity.</p> <ol style="list-style-type: none"> 4. assumes an active leader role, a supportive follower role, and a passive follower role as appropriate. 5. understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.

Technology Training Modules used in development:

<p>Captain Video's Handbook</p>		
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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.

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.

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.

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.

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.

6. 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.

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.

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 software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

<p>3.</p> <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.</p> <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.</p> <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.
<p>6.</p> <p>6 Technology problem-solving and decision-making tools</p> <ul style="list-style-type: none"> ➤ 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 storyboard, script, videotape and edit and 2 minute instructional video demonstrating how to connect a DVD player to a television

IV. Materials and Resources required for lesson plan implementation:

Project instructions, At least 2 examples of “How To” videos (different sources such as cooking, building, decorating, etc.)
 FCP 4.5 ITV Guide
 At least 2 TVs and DVD players and appropriate cables for props
 Copies of instruction manuals for above equipment

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:

Instructional Video				
Television Production	Performance Task: Students work together to produce an instructional (How To) video.			
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	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.
Audience Needs	Effectively addresses the needs of identified audience.	Adequately addresses the needs of identified audience.	Minimally addresses the needs of identified audience.	Does not address the needs of identified audience.
Teamwork	Consistently works well as a member of diverse teams.	Consistently works well as a member of familiar teams.	Occasionally has difficulty working as part of teams.	Consistently has difficulty working as part of teams.

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

Anticipatory set: Students are familiar with the camera, tripod and microphone they will be using. Students have at least a basic knowledge of FCP 4.5.

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

Session 1: Guided review and practice of equipment handling procedures. Introduction of assignment. Assignment of student partners/groups. View and discuss as a class an example of a “How To” video.

Session 2: View and discuss a second example (different type) of a “How To” video. Group discussion of growing market for this type of production. Do more people want “How To” productions or do they just like them and they are relatively cheap to produce? Does this matter?

Discuss topic of creating a “How To” for teachers and the particular needs of this audience (i.e. highly educated professionals who may not feel completely comfortable with technology, but they certainly don’t want to be “talked down” to). What challenges does this create for student as the script writer.

Session 3: Discuss importance of editing to a script verses writing a script to match footage. Discuss need for visual and verbal supporting details, use of graphics, and need for varied shots to maintain viewer interest. Students continue to develop scripts and storyboards.

Session 4: Teacher-led demonstration of appropriate set up of files and logging and capturing video in FCP. Students work on projects. Teacher circulates and aids hands-on work

Session 5: Students work on projects. Teacher circulates and aids hands-on work

Session 6: Students work on projects. Teacher circulates and aids hands-on work

Session 7: Students work on projects. Teacher circulates and aids hands-on work

Session 8: Students work on projects. Teacher circulates and aids hands-on work

Session 9: Project self-assessment and reflection presentation of work for teacher assessment.

Session 10: Project self-assessment and reflection presentation of work for

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 demonstrate ability to storyboard and write scripts for a “How To” video, use field production equipment. Students understand and demonstrate knowledge of the concept of writing for a particular audience.

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

Students use video production equipment including digital video cameras. Students gain knowledge of the video production process and tools. Students understand that a person’s/audience’s comfort level with technology may vary according to age and life experiences. Students such feel comfortable while refraining from arrogance in sharing their knowledge of technology.