

PCSB ITV CURRICULUM 9-12 LESSON PLANS

News Show Rotation Project

I. Basic Information:

Name: Pam Baker _____ Position: ITV teacher

School: Lakeland High School_ Grade Level focus: 9-12 TELEVISION PRODUCTION 2

Lesson title: News Show Rotation Project

Student explore careers in television production by working as a team to rotate through five primary production areas (talent, camera operator, audio technician, producer/director, technical director/editor)

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

Subjects: _____ **Sunshine State Standard Addressed:** _____
(List areas that the lesson addresses) (Benchmark, strand, brief explanation)

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.
	TH.A.1.4 The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. 1. uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
Language Arts	LA.B.1.4 The student uses writing processes effectively. 1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines. 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. 3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and

	<p>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.</p>
	<p>LA.B.2.4 The student writes to communicate ideas and information effectively.</p> <ol style="list-style-type: none"> 1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. 2. organizes information using appropriate systems. 3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. 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.
	<p>LA.C.1.4 The student uses listening strategies effectively.</p> <ol style="list-style-type: none"> 1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations. 2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations. 3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others. 4. identifies bias, prejudice, or propaganda in oral messages
	<p>LA.C.3.4 The student uses speaking strategies effectively.</p> <ol style="list-style-type: none"> 1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic. 2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations. 3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade or entertain. 4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations. 5. develops and sustains a line of argument and provides appropriate support.

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.

<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>

- 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 student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.

<ul style="list-style-type: none"> ➤ 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 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:

Television Production 2 9-12	News Show Rotation			
Performance Element	Level 4	Level 3	Level 2	Level 1
Team Player: Contribution	Finds with others ways to better serve others	Finds ways to better serve others	Seeks ways to better serve others	Shows little/no desire to serve others
Team Player: Solution Attitude	Engages others in seeking solutions	Personally focuses upon solutions	Needs refocusing to solutions	Focuses mostly on problems
Team Player: Courtesy	Smiles; says "Please/Thank You"	Says "Please/Thank You"	Needs courtesy reminders	Needs to be taught "courtesy basics"
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.
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

News Show Rotation Student Response

1. Summarize your experience in each of the following positions.

Talent

Camera operator

Audio technician

Producer/director

Technical director/editor

2. Which job was most stressful? Explain.

3. Which job would you most like to have as a career? (You must pick one!)

4. What type of schooling and experience are required for an entry-level position in the job you chose in #3. (Please state your source(s) of information)

5. How did you contribute to the success of your team?

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

Anticipatory set: Basic to advanced familiarity with responsibility and skills involved in producing a high school television news show.

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.

Begin Rotation 1

Session 2: Rotation 1

Session 3: review of project and tasks to be accomplished. Begin Rotation 2

Session 4: Rotation 2

Session 5: review of project and tasks to be accomplished. Begin Rotation 3

Session 6: Rotation 3

Session 7: review of project and tasks to be accomplished. Begin Rotation 4

Session 8: Rotation 4

Session 9: review of project and tasks to be accomplished. Begin Rotation 5

Session 10: Rotation 5

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 rehearse and perform skills required for employment in the television news industry

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.