VIDEO PRODUCTION I

Grades 9-12

Credits: 2.5

ABSTRACT
Students will learn the technical aspects of Video Production, conduct interviews, and write scripts, storyboards news reports. It is expected that students who successfully complete the course of study will have demonstrated mastery and proficiency by ability to define basic camera terms and methods, edit film using different field software, and identify the different roles used to create a film.

BOE approved 06/19/2018
<table>
<thead>
<tr>
<th>Unit of Study: (Title, timeframe, description)</th>
<th>Team Building and Leadership Two Class Periods</th>
<th>Introduction to Film/ Photo Slide Show 2 Weeks</th>
<th>Public Service Announcement 4 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Different roles and positions in a video production team play a large part in a video’s success.</td>
<td>● The correct use and care of filming equipment is very important to ensure the creation of great video productions.</td>
<td>● There are multiple forms of media that can be used to distribute information</td>
<td>● There are multiple forms of media that can be used to distribute information</td>
</tr>
<tr>
<td>● There are many different methods of video team productions.</td>
<td>● There are many forms of video editing software and the ways of using them can differ greatly.</td>
<td>● Video presentations can be used to education a group</td>
<td>● Video presentations can be used to education a group</td>
</tr>
<tr>
<td>● A highly successful team is productive due to cooperation among the members.</td>
<td>● Video script writing has its own style and form and requires advanced planning.</td>
<td>● Informational videos must present a coherent idea</td>
<td>● Informational videos must present a coherent idea</td>
</tr>
<tr>
<td>● The correct use and care of filming equipment is very important to ensure the creation of great video productions.</td>
<td>● Video production has moved beyond just the camera and includes many accessories for a great video.</td>
<td>● The iLife suite of software allows the creation of many different creative projects including: video projects, picture projects, and music projects.</td>
<td>● The iLife suite of software allows the creation of many different creative projects including: video projects, picture projects, and music projects.</td>
</tr>
<tr>
<td>● Smooth editing and transitions found within the iLife software must be used to create a professional looking video project.</td>
<td>● Smooth editing and transitions found within the iLife software must be used to create a professional looking video project.</td>
<td>● Smooth editing and transitions found within the iLife software must be used to create a professional looking video project.</td>
<td>● Smooth editing and transitions found within the iLife software must be used to create a professional looking video project.</td>
</tr>
</tbody>
</table>
### Essential (Guiding) Questions:
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

1. What traits make a good leader?
2. How does good leadership lead to a successful product?
3. How can a team come together to achieve their goals, both in and outside of the classroom?
4. How can we build a successful team that achieves its goal and allows everyone to contribute?

1. What goes into successful scripts?
2. Can teams be more successful than a single writer for a segment?
3. How does the writing in our class compare to the methods used in television newsrooms?
4. How can we use technology to write and produce video scripts?
5. How can we use the knowledge we gain from English class to construct good scripts?

### STAGE 2: Evidence

#### Assessments & Evidence:
*Through what authentic performance tasks will students demonstrate the desired understandings?*
*By what criteria will performance of understanding be judged?*

- Studio performance and hands on activities
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Studio performance and hands on activities
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Studio performance and hands on activities
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics(where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

### STAGE 3: Learning Plan

#### Learning Activities:
*What specific activities will students do and what skills will students know as a result of the unit?*

- Students will watch a clip from the movie “Remember the Titans”. Afterwards students will discuss moments and actions from the scene that show poor and good leadership traits.
- Students will read over the “Team Development Model” system and discuss how they can apply these properties to their video production team.

- The teacher will introduce the different technologies in the classroom
- Students will be introduced to and do primary projects with the iLife suite of products
- Students will perform a scavenger hunt with their video cameras to explore the different features and styles of video recording
- Students will edit and arrange premade film clips in the iLife
Students will form small groups and go over teacher selected scenarios of teamwork. Students will collaborate on different methods to find a solution for these issues. The teacher will lead discussion on leadership and team coordination in the video production workplace. Focusing on deadlines, project managers, and newsreel creation.

- Working in their teams, students will devise scripts and storyboards for their assigned videos
- Students will roundtable their scripts to help improve their writing
- Students will use professional resources to measure their work against
- Students will meet with the teacher to confirm their work before moving on to film

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Curricular English</td>
</tr>
<tr>
<td>- Writing responses and discussion notes</td>
</tr>
<tr>
<td>- Critique writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular English</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writing responses and discussion notes</td>
</tr>
<tr>
<td>- Critique writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular English</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writing responses and discussion notes</td>
</tr>
<tr>
<td>- Critique writing</td>
</tr>
<tr>
<td>MONTVILLE TOWNSHIP PUBLIC SCHOOLS</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>- Open ended writing responses</td>
</tr>
<tr>
<td>- Career options are discussed as they arise throughout the course</td>
</tr>
<tr>
<td>- Cultural aspects of leadership and team building</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>- Open ended writing responses</td>
</tr>
<tr>
<td>- Career options are discussed as they arise throughout the course</td>
</tr>
<tr>
<td>- Cultural aspects of leadership and team building</td>
</tr>
<tr>
<td>- Fine Arts – Creation of storyboards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiation:</strong> (What type of differentiated instruction will be used for ELL, SP.ED. and G&amp;T students?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sp. Ed.</strong></td>
</tr>
<tr>
<td>- Students of various levels of ability coach one another in collaborative setting.</td>
</tr>
<tr>
<td>- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
</tr>
<tr>
<td>- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
</tr>
<tr>
<td><strong>ELL</strong></td>
</tr>
<tr>
<td>- ELL students will repeat instructions back to affirm understanding.</td>
</tr>
<tr>
<td>- Students will receive worksheets on key phrases and words for the subject.</td>
</tr>
<tr>
<td>- Students can use bilingual resources.</td>
</tr>
<tr>
<td><strong>G&amp;T</strong></td>
</tr>
<tr>
<td>- Gifted and talented students can participate in leadership roles.</td>
</tr>
</tbody>
</table>

| **Sp. Ed.**                                                                                                                          |
| - Students of various levels of ability coach one another in collaborative setting.                                                   |
| - Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development. |
| - Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.          |
| **ELL**                                                                                                                               |
| - ELL students will repeat instructions back to affirm understanding.                                                                 |
| - Students will receive worksheets on key phrases and words for the subject.                                                          |
| - Students can use bilingual resources.                                                                                            |
| **G&T**                                                                                                                               |
| - Students with experience will be assigned larger products and project leader roles.                                                |

| **Sp. Ed.**                                                                                                                          |
| - Students of various levels of ability coach one another in collaborative setting.                                                   |
| - Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development. |
| - Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.          |
| **ELL**                                                                                                                               |
| - ELL students will repeat instructions back to affirm understanding.                                                                 |
| - Students will receive worksheets on key phrases and words for the subject.                                                          |
| - Students can use bilingual resources.                                                                                            |
| **G&T**                                                                                                                               |
| - Students with experience will be assigned larger products and project leader roles.                                                |
| leading discussions and group efforts to solve leadership scenarios |  |  |
## MONTVILLE TOWNSHIP PUBLIC SCHOOLS

### Unit of Study:
**Interview Video/Garageband**
- **Timeframe:** 3 Weeks
- **Description:** Priceless

<table>
<thead>
<tr>
<th>STAGE 1: Desired Results</th>
<th>STAGE 2: Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established Goals:</strong></td>
<td><strong>Enduring</strong></td>
</tr>
<tr>
<td><strong>NJSLS:</strong></td>
<td>Understandings:</td>
</tr>
<tr>
<td>(include technology and 21st century standards)</td>
<td>(students will understand . . .)</td>
</tr>
<tr>
<td><strong>Educational Technology</strong></td>
<td>● It is very important to have well defined roles in a team for a successful interview.</td>
</tr>
<tr>
<td>8.1.12.C.1, 8.1.12.F.1</td>
<td>● There are many different factors that go into creating a good commercial: video, imaging, timing, color, and music.</td>
</tr>
<tr>
<td>21st Century Life and Careers</td>
<td>● Proper use of image editing gives the video director more control over their finished product.</td>
</tr>
<tr>
<td>9.2.12.C.1, 9.2.12.C.3</td>
<td>● It is essential that a beginning videographer has a basic understanding of the software program Photoshop and how it can be used with video projects.</td>
</tr>
<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td>● Copyright laws affect the use of privately owned media and how that media may be used and edited.</td>
</tr>
<tr>
<td>1.1.12.C.2, 1.4.12.B.1</td>
<td>● Copyright laws pertain to the ownership of media and the applied use of that media.</td>
</tr>
<tr>
<td><strong>Copyright Law and Online Ethics</strong></td>
<td>● Copyright laws apply to all forms of media including video, sound, and visual arts.</td>
</tr>
<tr>
<td>Three Class Periods</td>
<td>● Copyright laws are used in court cases throughout the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</th>
<th>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</th>
<th>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What technology do we use to film scenes and newscasts?</td>
<td>1. How do we use photo editing software?</td>
<td>1. Do copyright laws protect media creators and/or owners?</td>
</tr>
<tr>
<td>2. What elements of film are required to produce a good interview film?</td>
<td>2. How can we use still image editing in our video projects?</td>
<td>2. How can we apply copyright laws to our own productions?</td>
</tr>
<tr>
<td>3. What are the different types of cameras?</td>
<td>3. What elements of video go into producing a 30 second ad?</td>
<td>3. How can we make sure that we follow all copyright laws with our intellectual property?</td>
</tr>
<tr>
<td>4. How do you create a backdrop for a scene?</td>
<td></td>
<td>4. How are copyright laws written?</td>
</tr>
<tr>
<td>5. How can you use a green screen to insert subjects into different locations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessments & Evidence:
*(Through what authentic performance tasks will students demonstrate the desired understandings?)*  
*(By what criteria will performance of understanding be judged?)*

- The teacher will observe student interaction in groups as they film their segment.
- The teacher will meet with the groups to approve film locations.
- The teacher will lead the discussions on proper video direction.
- The teacher will grade and assess the finished project.
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics (where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Students will be graded on group cooperation and participation.
- The final project will be screened for the class and then graded afterwards by the teacher.
- This project will serve as the classes final.
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics (where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

- Students will write a response to the class on how copyright laws affect them and the media they own.
- One on one instruction
- Peer demonstration
- Brainstorming
- Projects
- Homework
- Rubrics (where appropriate)
- Critiques
- Class participation
- Marking Period tests
- Written and Performance exams
- Benchmarks

### STAGE 3: Learning Plan

#### Learning Activities:
*(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will be formed into new groups
- Students will work decide as a group to interview one specific person (either realistic, someone portraying a famous person, or a sports/arts group).
- Students will assign an interviewer, interviewee/guest host, and camera person from their group
- Students are given space in the video room and approved locations in the school to film their video

#### STAGE 3: Learning Plan

- Students are to write, design, film, and edit their own MasterCard Priceless Ad
- Students will work in groups of 3 as assigned by their teacher
- Students must adjust the MasterCard icon to match their video theme
- Filming can take place at home, in the community, or at school
- All people filmed must give expressed consent to having themselves filmed for this project
- Students will edit and finish their videos on the iMacs in the classroom

- The teacher leads a discussion on the different forms of copyright laws in United States and International law
- Students will go over the provided handouts from
## Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)


## Cross Curricular

### English
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

### Social Studies
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

### Cross Curricular

- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

### Social Studies
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses

### Social Studies
- Writing responses and discussion notes
- Critique writing
- Open ended writing responses
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sp. Ed.</strong></td>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
</tr>
<tr>
<td></td>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
</tr>
<tr>
<td></td>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
</tr>
<tr>
<td><strong>ELL</strong></td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
</tr>
<tr>
<td></td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
</tr>
<tr>
<td></td>
<td>Students can use bilingual resources.</td>
<td>Students can use bilingual resources.</td>
<td>Students can use bilingual resources.</td>
</tr>
<tr>
<td><strong>G&amp;T</strong></td>
<td>Students with experience will be assigned larger products and project leader roles</td>
<td>Students with experience will be assigned larger products and project leader roles</td>
<td>Students with experience will be assigned larger products and project leader roles</td>
</tr>
<tr>
<td></td>
<td>Students with experience will be assigned larger products and project leader roles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## STAGE 1: Desired Results

### Established Goals:

**NJSLS:**
- **Technology:** 8.1.12.A.02
- **21st Century Life and Careers:**
  - 9.1.B.1
  - 9.1.C.1-3
  - 9.4.12.C.4-6
  - 9.4.12.C.9
  - 9.4.12.C.10
  - 9.4.12.C.15
  - 9.4.12.C.19
  - 9.4.12.C.21
  - 9.4.12.C.23
  - 9.4.12.C.27
- **Technology:** 8.1.12.A.02
- **21st Century Life and Careers:**
  - 9.1.B.1
  - 9.1.C.1-3
  - 9.4.12.C.4-6
  - 9.4.12.C.9
  - 9.4.12.C.10
  - 9.4.12.C.15
  - 9.4.12.C.19
  - 9.4.12.C.21
  - 9.4.12.C.23
  - 9.4.12.C.27

### Enduring Understandings:
- Different roles and positions in a video production team play a large part in a video’s success.
- There are many different methods of video team productions.
- Commercial videos are short informative and persuasive videos that aim to sell a product or idea.
- Video projects can be used to instruct and educate audiences.
- Different roles and positions in a video production team play a large part in a video’s success.
- There are many different methods of video team productions.
- An idea or project must be presented in such a way to gain the support of the community or an organization.

### Essential (Guiding) Questions:
1. What traits go into a successful commercial?
2. How can the different aspects of a product (both positive and negative) can be persuasive in a video production?
3. What ways can we communicate different ideas to an audience?
1. How do you break down an action or activity so others may understand?
2. What methods can we use to show the different steps in the creation of an object or recipe?
3. How can we share ideas and new innovations?
1. What goes into successful persuasive video?
2. How can we share our ideas and plans to gain support?
3. What forms of persuasion can be used to support a project?

## STAGE 2: Evidence

### Assessments & Evidence:
- The teacher will observe student interaction in groups as they film their segment.
- The teacher will observe student interaction in groups as they film their segment.
- The teacher will observe student interaction in groups as they film their segment.
### Stage 3: Learning Plan

#### Learning Activities:
(What specific activities will students do and what skills will students know as a result of the unit?)

- The teacher will meet with the groups to approve film locations.
- The teacher will lead the discussions on proper video direction.
- The teacher will grade and assess the finished project.

- The teacher will meet with the groups to approve film locations.
- The teacher will lead the discussions on proper video direction.
- The teacher will grade and assess the finished project.

- The teacher will meet with the groups to approve film locations.
- The teacher will lead the discussions on proper video direction.
- The teacher will grade and assess the finished project.

- Students will work in teams to create a commercial video based on a product or group of their choice.
- Students must be work with the teacher to approve their methods and goals.
- Students will use their gained skills to create a persuasive video.
- Students will record and edit in the school.

- Students are to devise the different uses of a million dollars that could be used to help support the school.
- All ideas must be approved by the teacher and have a positive effect on the educational community.
- Students will write, film, and edit the movie at home or in school.
- Students will meet with the teacher before final presentations.

#### Resources:

## Interdisciplinary Connections
- (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)

<table>
<thead>
<tr>
<th>Cross Curricular</th>
<th>Cross Curricular</th>
<th>Cross Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English – Writing responses and discussion notes</td>
<td>- English- Writing skills used to produce written scripts</td>
<td>- English- Writing skills used to produce written scripts</td>
</tr>
<tr>
<td>- Social Science – Cultural aspects of leadership and team building</td>
<td>- Fine Arts – Creation of storyboards</td>
<td>- Fine Arts – Creation of storyboards</td>
</tr>
<tr>
<td></td>
<td>- Technology- Use of</td>
<td>- Technology- Use of</td>
</tr>
</tbody>
</table>

## Differentiation:  
(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

|---------|---------|---------|
| - Students of various levels of ability coach one another in collaborative setting.  
- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.  
- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development. | - Students of various levels of ability coach one another in collaborative setting.  
- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.  
- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development. | - Students of various levels of ability coach one another in collaborative setting.  
- Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.  
- Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development. |
| **ELL** | **ELL** | **ELL** |
| - ELL students will repeat instructions back to affirm understanding.  
- Students will receive worksheets on key phrases and words for the subject.  
- Students can use bilingual resources. | - ELL students will repeat instructions back to affirm understanding.  
- Students will receive worksheets on key phrases and words for the subject.  
- Students can use bilingual resources. | - ELL students will repeat instructions back to affirm understanding.  
- Students will receive worksheets on key phrases and words for the subject.  
- Students can use bilingual resources. |
| **G&T** | **G&T** | **G&T** |
| - Students with experience will be assigned leadership roles | - Students with experience will be assigned leadership roles | - Students with experience will be assigned leadership roles |
### Unit of Study:
(Title, timeframe, description)

<table>
<thead>
<tr>
<th>Movie Trailer</th>
<th>Short Story (Final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Weeks</td>
<td>4 Weeks</td>
</tr>
</tbody>
</table>

### STAGE 1: Desired Results

#### Established Goals:

**NJSLS:**
(include technology and 21st century standards)

**Technology:**
- 8.1.12.A.02
- 8.2.B.1-3

**21st Century Life and Careers:**
- 9.1.B.1
- 9.1.C.1-3
- 9.4.12.C.4-6
- 9.4.12.C.9
- 9.4.12.C.10
- 9.4.12.C.15
- 9.4.12.C.19
- 9.4.12.C.21
- 9.4.12.C.23
- 9.4.12.C.27

**Technology:**
- 8.1.12.A.02
- 8.2.B.1-3

**21st Century Life and Careers:**
- 9.1.B.1
- 9.1.C.1-3
- 9.4.12.C.4-6
- 9.4.12.C.9
- 9.4.12.C.10
- 9.4.12.C.15
- 9.4.12.C.19
- 9.4.12.C.21
- 9.4.12.C.23
- 9.4.12.C.27

#### Enduring Understandings:
(students will understand . . .)

- The correct use and care of filming equipment is very important to ensure the creation of great video productions.
- There are many forms of video editing software and the ways of using them can differ greatly.
- Movie trailers are short videos that give a preview of a larger story.
- Movie trailers must be edited to match pacing and music.

- Video projects can be used to disseminate story and character profiles.
- Stories are planned in advance, with character development and a story arc.
- A team must combine the strengths and weaknesses of all its members to create the best product.

#### Essential (Guiding) Questions:
(What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. What products are used to create video?
2. What computer software do we use to edit and enhance film?
3. How do I properly use a video camera?
4. What ideas can I present in a small period of time?

1. What goes into successful story video?
2. How can teams be more successful than a single writer for a story idea?
3. How can we use technology to write and produce video scripts?
4. How can we use the knowledge we gain from English class to construct good story ideas?
5. Which pieces of music can be used to accompany different types of movie trailers?
6. What basic models can we adjust to make our own projects?

### STAGE 2: Evidence

**Assessments & Evidence:**
*(Through what authentic performance tasks will students demonstrate the desired understandings?)(By what criteria will performance of understanding be judged?)*

- The teacher will observe student interaction in groups as they film their segment
- The teacher will meet with the groups to approve film locations
- The teacher will lead the discussions on proper video direction
- The teacher will grade and assess the finished project
- The teacher will observe student interaction in groups as they film their segment
- The teacher will meet with the groups to approve film locations
- The teacher will lead the discussions on proper video direction
- The teacher will grade and assess the finished project segment

### STAGE 3: Learning Plan

**Learning Activities:**
*(What specific activities will students do and what skills will students know as a result of the unit?)*

- The teacher will introduce the different technologies in the classroom
- Students will continue to work and do primary projects with the iLife suite of products, using templates.
- Students will use the provided templates with their video recordings to produce a final video project
- Students will use premade Garageband music or outside music to accompany the project
- Working in their teams, students will devise scripts and storyboards for their assigned videos
- Students will roundtable their scripts to help improve their writing
- Students will use professional resources to measure their work against
- Students will meet with the teacher to confirm their work before moving on to film

**Resources:**
- Boykin. *Apple Pro Training Series: Final Cut Pro 7 Quick Reference*
- Boykin. *Apple Pro Training Series: Final Cut Pro 7 Quick Reference*
<table>
<thead>
<tr>
<th>Interdisciplinary Connections:</th>
<th>Cross Curricular</th>
<th>Cross Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</td>
<td>English - Writing skills used to produce written scripts</td>
<td>English - Writing skills used to produce written scripts</td>
</tr>
<tr>
<td></td>
<td>Fine Arts – Creation of storyboards</td>
<td>Fine Arts – Creation of storyboards</td>
</tr>
<tr>
<td></td>
<td>Technology - Use of</td>
<td>Technology - Use of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What type of differentiated instruction will be used for ELL, SP.ED. and G&amp;T students?)</td>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
<td>Students of various levels of ability coach one another in collaborative setting.</td>
</tr>
<tr>
<td></td>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
<td>Frequent monitoring by teacher to determine when and how to adjust instruction in order to provide support that promotes student development.</td>
</tr>
<tr>
<td></td>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
<td>Students will be placed into groups of similar ability and skill to help self-monitor and motivate skill development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELL</th>
<th>ELL</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL students will repeat instructions back to affirm understanding.</td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
<td>ELL students will repeat instructions back to affirm understanding.</td>
</tr>
<tr>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
<td>Students will receive worksheets on key phrases and words for the subject.</td>
</tr>
<tr>
<td>Students can use bilingual resources.</td>
<td>Students can use bilingual resources.</td>
<td>Students can use bilingual resources.</td>
</tr>
<tr>
<td>G&amp;T</td>
<td>G&amp;T</td>
<td>G&amp;T</td>
</tr>
<tr>
<td>Students with experience will be assigned larger products and project leader roles.</td>
<td>Students with experience will be assigned larger products and project leader roles.</td>
<td>Students with experience will be assigned larger products and project leader roles.</td>
</tr>
</tbody>
</table>