

# Unit 9 - Portfolio / Highlights (Post Productions)

Content Area: **English**  
Course(s): **English I, TV Video Production II**  
Time Period: **April**  
Length: **1**  
Status: **Published**

## Unit Overview

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During this unit students will have the opportunity to start working on their own personal highlight / portfolio reel.

## Enduring Understandings

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- Future employers judge primarily on work that highlights what you already created and accomplished.

## Essential Questions

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- What are future employees looking for?
- What makes up a great portfolio?

## Lesson Titles

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- Student Examples
- Locating Previous Work
- What To Include vs. What To Leave Out

## Student Learning Objectives (SLOs)

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Students will be able to ...

choose projects of the past to select highlights from.

design and create a portfolio / highlight reel for potential employers.

## Standards/Indicators

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ITEC.9-12.9.4.12.C.(1).1	Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
ITEC.9-12.9.4.12.C.(1).3	Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
ITEC.9-12.9.4.12.C.(1).4	Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
ITEC.9-12.9.4.12.C.(1).5	Edit audio and video productions to demonstrate basic production system skills.
ITEC.9-12.9.4.12.C.(1).6	Design an audio-video production to acquire an understanding of the entire production process.

## Inter-Disciplinary Connections

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WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
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## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  With a growth mindset, failure is an important part of success.

## Warm-Up

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- Vocabulary Words
- Steps And Procedures
- Nocti Sample Questions

## Anticipatory Set

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- Youtube.com & Vimeo.com (Video Examples)

## Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

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Students will come into class and begin working on the warm-up. After going over the warm-up, I will explain the daily objective to the students and lead them through an instructional activity. After I guide them through the activity, I will allow them to break off into small groups to work on their own individual assignments. At the end of the period I will assess what the students understand.

## **Modifications**

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### **At Risk Modifications**

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- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **ELL Modifications**

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- Choice of test format (multiple-choice, essay, true-false) .
- Continue practicing vocabulary .
- Provide study guides prior to tests .
- Read directions to the student .
- Read test passages aloud (for comprehension assessment) .
- Vary test formats .

## **IEP & 504 Modifications**

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- Allow for redos/retakes .
- Assign fewer problems at one time (e.g., assign only odds or evens) .
- Differentiated center-based small group instruction .
- Extra time on assessments .
- Highlight key directions .
- If a manipulative is used during instruction, allow its use on a test .
- Opportunities for cooperative partner work .
- Provide reteach pages if necessary .
- Provide several ways to solve a problem if possible .
- Provide visual aids and anchor charts .
- Test in alternative site .
- Tiered lessons and assignments .
- Use of a graphic organizer .
- Use of concrete materials and objects (manipulatives) .
- Use of word processor .

## **G&T Modifications**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **Closure**

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- Thumbs Up / Thumbs Down

## **Formative Assessment**

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- Explain What Matter (Tell A Classmate)

## **Summative Assessment**

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- Performance Based Video Project
- Written Assessment

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Technology**

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- Apple iMac Computers
- Safari Internet
- Final Cut Pro
- Motion
- Compressor
- Canon 60D DSLR Cameras
- MediaCollege.com

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.