

# Unit 3: Media Design Production 2019

Content Area: **English**  
Course(s): **English I, TV Video Production III**  
Time Period: **November**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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Working in production teams, students in this workshop class deal with real clients, typically representatives of non-profit organizations (Franklin Township). Guided by faculty, students interview the client to determine expectations and work in a team to design and produce the media content for an intended delivery system. The objective of this course is for students to demonstrate the theoretical as well as the technical skills they have acquired throughout the program.

## Enduring Understandings

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- \* There is a difference between what the client wants and is looking for and your artistic vision.

## Essential Questions

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- \* How do I provide the client with a product of their expectations.
- \* What type of product is the client looking for?

## Lesson Titles

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- Give The Client What They Want
- Coming Up With A Gameplan
- Balancing Expectations

## Student Learning Objectives (SLOs)

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Students will be able to...

work with local non-profit organizations and create video projects based on their needs.

## **Standards/Indicators**

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9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

## **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.

## **Inter-Disciplinary Connections**

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LA.9-12.W	Writing
LA.9-12.SL	Speaking and Listening

## **Warm-Up**

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- Journal Entry (Google Docs)
- Equipment Challenges (Shot Activity To Gain Insight What The Student Remembers)

## **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 are to quietly enter the room and put their belongings into their own personal organizers. From there,

they are to log onto their computers and wait for further instructions. Further instructions / activities could include ...

- Watching A Visual Example on the Smartboard
- Watching A New Technique Illustrated
- Troubleshooting & Learning From Previous Missteps
- Classwide Discussion
- Independent Filming / Editing Time

\* Main strategy is provide information / visual examples to the students and then have them illustrate the knowledge they gained with their own personally created video projects.

Remembering, **Understanding**, **Applying**, Analyzing, **Evaluating**, **Creating** (items for this UNIT are highlighted in bold)

## **Closure**

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- \* Gallery Walk
- \* Review It (Thumbs Up / Thumbs Down / Sideways)
- \* Stop / Go / Proceed w/ Caution

## **Modifications**

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### **ELL Modifications:**

- - 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:**

- - 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:**

- - 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

### **At Risk Modifications:**

- - 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

## **Formative Assessment**

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- Explain What Matter (Tell A Classmate)
- Muddiest / Clearest Point
- Observation
- Peer Assessment
- Self-Assessment
- Exit Card
- Debriefing

## **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
- Google Chrome Internet
- Google Docs
- Final Cut Pro X
- Apple Motion
- MacX YouTube Downloader
- Canon 60D DSLR Cameras
- MediaCollege.com
- YouTube.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

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

