

# Unit 5: Advance Producing & Directing 2019

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

## Unit Overview

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This course expands the student's understanding of the roles of Producer and Director, focusing on preproduction methods, project management, demographic analysis, and project delivery.

## Enduring Understandings

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- \* Videos are produced with different purposes in mind.

## Essential Questions

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- \* What is the most effective way to produce and direct your vision?
- \* What is the purpose of your video?

## Lesson Titles

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- Visualize The End Result
- Storyboard
- Capturing What I Need

## Student Learning Objectives (SLOs)

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Students will be able to...

produce and direct videos that will be used for promotional use for the school district.

## **Standards/Indicators**

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9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
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:**

- Students of this level (as well as all students) will have access to a folder on the computer that provides videos and links modeling all skills taught and information provided.
- Students of this level would be provided more opportunities for hands on instruction and application. Not just diagrams and written word.
- Students of this level would be provided the ability to answer extra credit questions to provide exposure to the material, without feeling constant pressure to be right.
- Students of this level would be provided the opportunity to take quizzes / test that ask questions in a variety of different ways. (Rewording)
- Students of this level would be provided word banks, multiple choice and opportunities to match answers to the questions.
- Students of this level would be provided opportunities to correct mistakes and receive partial credit back.

### **G&T Modifications:**

- Students of this level would be encouraged to find ways utilize the skills they acquired in the program and apply them to areas of their **interest**.
- Students of this level would be provided the opportunity to **lead** a group of fellow classmates and work with local business and organizations.
- Self-Evaluation Videos where the students of this level can personally **reflect** on their work. (I like this better than Student Generated Rubrics)
- Students of this level would be provided the opportunity to utilize the skills they acquired in the program and apply them to other subjects such as History, English & World Languages. (**Cross-Curricular**)
- Students of this level would be encouraged to generate and test hypotheses. (**Experiment**)

### **At Risk Modifications:**

- Usage of Delsea One for tutoring
- Educational technology
- Family engagement
- Mentoring
- School-community collaboration
- Active learning opportunities
- Safe learning environments
- Individualized instruction
- SWAG

## **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.