Unit 3- Educational Test Prep/Camera Angles

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 3- Educational Test Prep/Camera Angles

Belleville Board of Education

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Unit Overview

-Students will create educational practice exams and tutorials

-Understand the proper steps regarding college based tasks

-Understand the different types of camera angles needed for video production

-Recognize multiple camera angles for production of tutorial videos

-How to create and develop a final video production

-Use editing softwares and edit video productions for viewing

Enduring Understanding

Students will understand that....

-All material must be approved before uploading to website

-Different types of study guides to be created for a variety of student learner needs

-The necessity to work with peers to produce final productions

-Camera angles are needed to keep the viewer engaged in lesson

-Material from the standardized tests to reinforce the lesson

Essential Questions

-What are different types of camera angles?

-Describe the proper formats for creating scripts and documents for study material?

-Why do we need to create a variety of camera angles for a production?

-Define the importance of having outlines reviewed by peers?

-What is the importance of teamwork when creating video productions?

-How is a script created for educational test preps?

Exit Skills

By the end of Unit 3, the student should be able to:

-Understand and complete a test tutorial

-Define and demonstrate different camera angles used in video production

-Create lesson plans and coaching guides for peers

-Understand and develop a script used for peer tutoring videos

-Manage time and work with peers to develop a final production

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
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-JB.2	Demonstrate writing processes used in journalism and broadcasting.
CRP.K-12.CRP11	Use technology to enhance productivity.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.

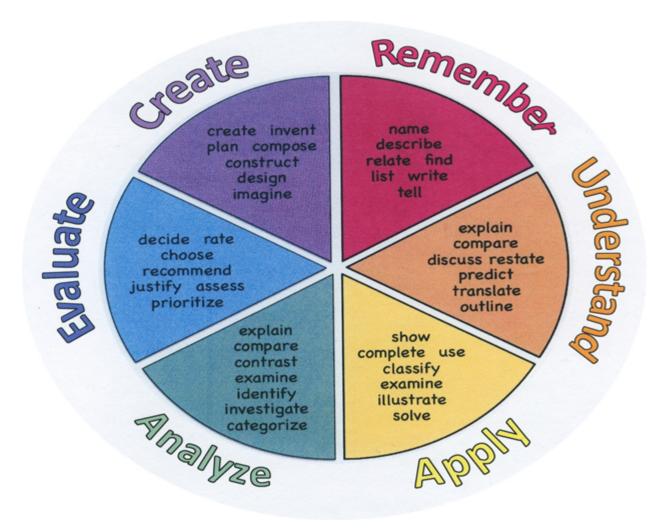## Interdisciplinary Connections

LA.11-12.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.11-12.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.11-12.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.11-12.WHST	Writing History, Science and Technical Subjects
LA.11-12.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.11-12.WHST.11-12.1.C	Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.11-12.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.11-12.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.

Learning Objectives

Students will be able to....

-Describe testing concepts and testing theories based on various topics

-Indicate specific learner needs based on weaknesses in subjects

-Develop and design study plans and guides for peers

-Develop various camera angles for a better video production

-Edit and construct a final video tutorial video for classmates to use as a study guide

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Includes activities appropriate to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

-10th Edition- Television Production Handbook by "Zettl"

-You Tube

-Internet

-Cross Content Curriculum

Ancillary Resources

-Adobe Captivate

-WIX Software Program

-I-Movie/Final Cut Pro Tutorial Videos Software

-Screen Share Software

-Studio Tours NBC, Yankee Stadium Press Area, MetLife Career Trip

Technology Infusion

-WIX Software

-Adobe Captivate

-Adobe After Effects

-Internet

-Final Cut Pro/I-Movie

-Screen Share Software

-Apple Macbooks

-Production Equipment

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided

- additional time for skill mastery

- assistive technology

- behavior management plan

- Center-Based Instruction

- check work frequently for understanding

- computer or electronic device utilizes

- extended time on tests/ quizzes

- have student repeat directions to check for understanding

- highlighted text visual presentation

- modified assignment format

- modified test content

- modified test format

- modified test length

- multiple test sessions

- multi-sensory presentation

- preferential seating

- preview of content, concepts, and vocabulary

- reduced/shortened reading assignments

- Reduced/shortened written assignments

- secure attention before giving instruction/directions

- shortened assignments

- student working with an assigned partner

- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: