

Unit 3- Educational Test Prep/Camera Angles Copied from: Belleville Learning Academy, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

Unit 3- Educational Test Prep/Camera Angles

Belleville Board of Education

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Unit Overview

This unit will cover camera angles and the process of creating test materials for other students as study guides. Students will create educational practice exams and tutorials. Students will understand the proper steps regarding college based tasks. Students will understand the different types of camera angles needed for video production. Students will recognize multiple camera angles for production of tutorial videos. Students will understand how to create and develop a final video production. Students will 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 (NJSL-S)

| | |
|-------------|--|
| 9.3.12.BM.1 | Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business. |
| 9.3.12.BM.3 | Explore, develop and apply strategies for ensuring a successful business career. |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or |

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| | procedures. |
| 9.3.12.ED.10 | Apply organizational skills and logic to enhance professional education and training practice. |
| 9.3.12.BM-ADM.3 | Plan, monitor and manage day-to-day business activities. |
| 9.3.12.BM-HR.2 | Access, evaluate and disseminate information for human resources management decision making. |
| 9.3.12.BM-MGT.4 | Employ and manage techniques, strategies and systems to enhance business relationships. |
| 9.3.12.BM-MGT.6 | Plan, monitor and manage day-to-day business activities to sustain continued business functioning. |
| 9.3.12.ED-PS.2 | Implement methods to enhance learner success. |
| 9.3.12.ED-TT.5 | Establish a positive climate to promote learning. |
| 9.3.12.ED-TT.10 | Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. |
| 9.3.12.ED-TT.11 | Implement strategies to maintain relationships with others to increase support for the organization. |

Interdisciplinary Connections

| | |
|-------------------|--|
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| MA.S-ID.A.3 | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). |
| MA.S-ID.A.4 | Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| MA.S-IC.B.3 | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| MA.S-IC.B.5 | Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. |
| LA.WHST.11-12.1.B | Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations |

of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- LA.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- MA.S-MD.B Use probability to evaluate outcomes of decisions
- LA.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- MA.S-MD.B.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

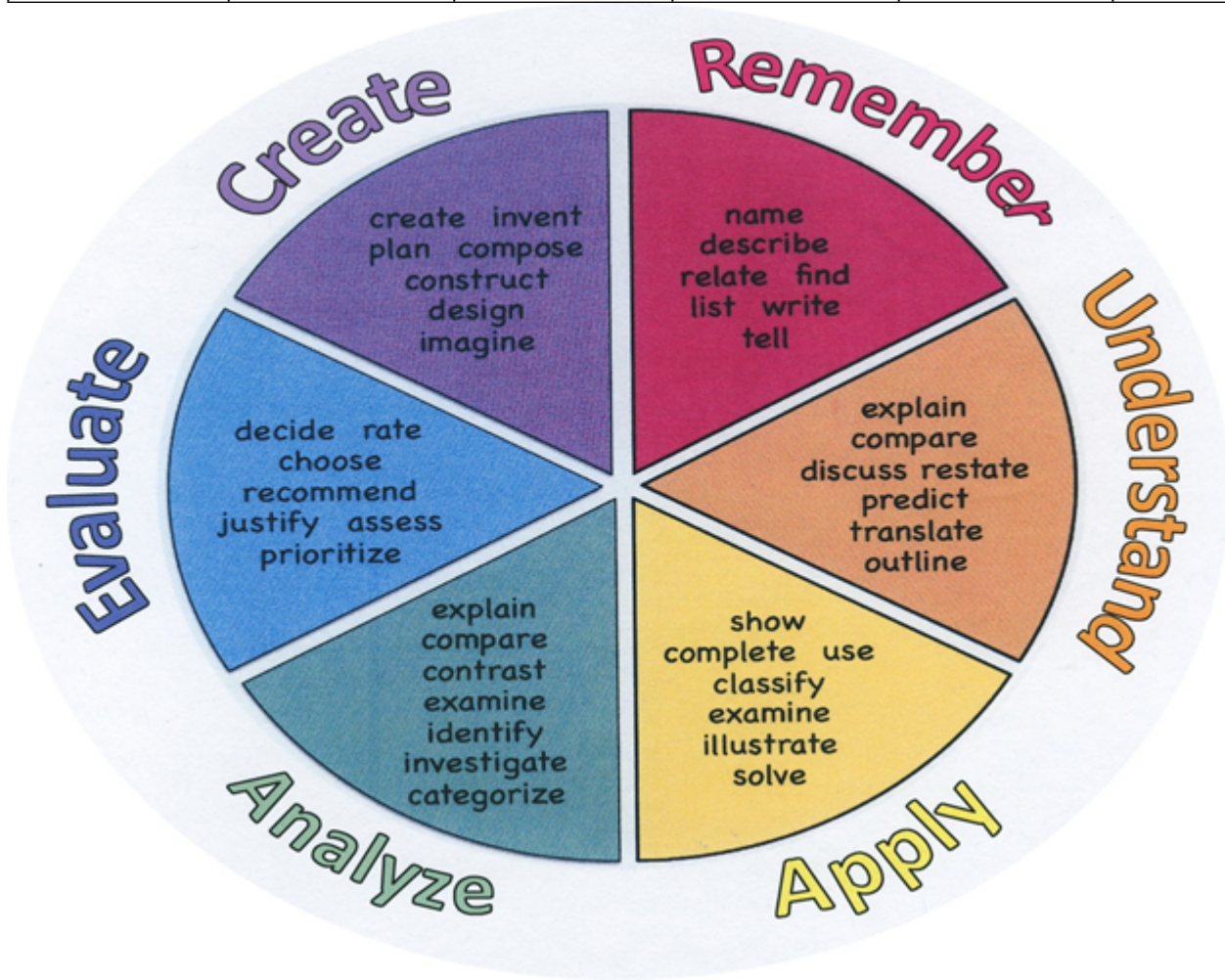
Learning Objectives

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

- 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

Assessment Evidence - Checking for Understanding (CFU)

- Students will be given assessments on the process of creating study guide materials
- Students will be given group work to compare and contrast videos and worksheet packets that were created-
alternate assessment

Unit test-summative assessment

Think. pair, share-formative assessment

Use editing softwares and edit video productions for viewing-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- You Tube
- Internet
- Cross Content Curriculum
- Computer Software editing online- (Google Plus add on)

Ancillary Resources

- Adobe Captivate
- WIX Software Program
- I-Movie/Final Cut Pro Tutorial Videos Software
- Screen Share Software

Technology Infusion

- WIX Software to use website dashboard for updates and additional content
- Adobe Captivate/Google Forms to create online quizzes
- Adobe After Effects to add any additional graphics to video or website

-Internet to have access to all tools needed to complete projects

-Final Cut Pro/I-Movie to edit videos

-Screen Share Software to record screen while create a step by step video

-Apple Macbooks to have proper programs to complete all tasks needed for the completion of videos, articles, or online worksheets

-Production Equipment to finalize all videos. articles, or online worksheets

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| 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. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |

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| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |

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

Students will be given extra time to complete quiz on the process of creating study guides for educational topics

Students will be given extra time to complete group video project on chosen educational topic

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

Special Education Learning (IEP's & 504's)

Students centered based instruction will occur during reviews on Belleville Learning Academy videos in a group setting

Students will repeat all directions on project development and review past videos on Belleville Learning Academy website

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Students will be partnered with a student from native country to explain and translate basic aspects and guidelines for tutorial videos

Students will use illustrations and videos to help explain and understand videos creation process

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

At Risk

Illustrations and images will be used to help explain and understand video creation step by step process

Classmates will work with peers to help assist with notes and review topics for articles, worksheets, and videos

- 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 work presented 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

Talented and Gifted Learning (T&G)

Students will develop additional ideas for content to be created and added to the website (for example podcasts)

Students will work at a faster pace and can complete and create additional videos for advanced topics

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson
