# Unit 5-Short Film Production/Senior Portrait

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Unit 5- Short Film Production/Senior Portrait

**Belleville Board of Education**

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## Unit Overview

Students will create and produce a 9 minute short film documentary and will create a documentary based upon their lives from childhood till now. Students will create a video production that is edited and uses video/still photos representing their lives. Camera angles and production work must be flawless.

## Enduring Understanding

Students will understand that.....
TV provides a venue to differentiate story telling
A PSA provides factual information to benefit a cause
Broadcasting a documentary must be factual a relate to their childhood experiences
Productions must meet the audience interests

## Essential Questions

What is the purpose of a documentary?

What is the purpose of a PSA?

Why are PSA created?

Do companies get a tax discount for creating PSA's?

How long should a documentary/PSA be?

Does the public viewer want to see PSA's on TV?

## Exit Skills

Students will be able to.....

Develop and produce a final video production

Create a PSA that revolves around problems faced in society today

Produce and edit a final video production that demonstrates a goal in their future

Create a timeline of their lives up until graduation

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.AR.2 | Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. |
| 9.3.12.AR-AV | A/V Technology & Film |
| 9.3.12.AR-AV.1 | Describe the history, terminology, occupations and value of audio, video and film technology. |
| 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. |

## Interdisciplinary Connections

| | |
|---|---|
| | Integration of Knowledge and Ideas |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.8 | (Not applicable to literature) |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.RI.11-12.8 | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| LA.RI.11-12.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| LA.SL.11-12 | Speaking and Listening |
| | Comprehension and Collaboration |
| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

## Learning Objectives

Students will be able to....

Develop and produce a final video production

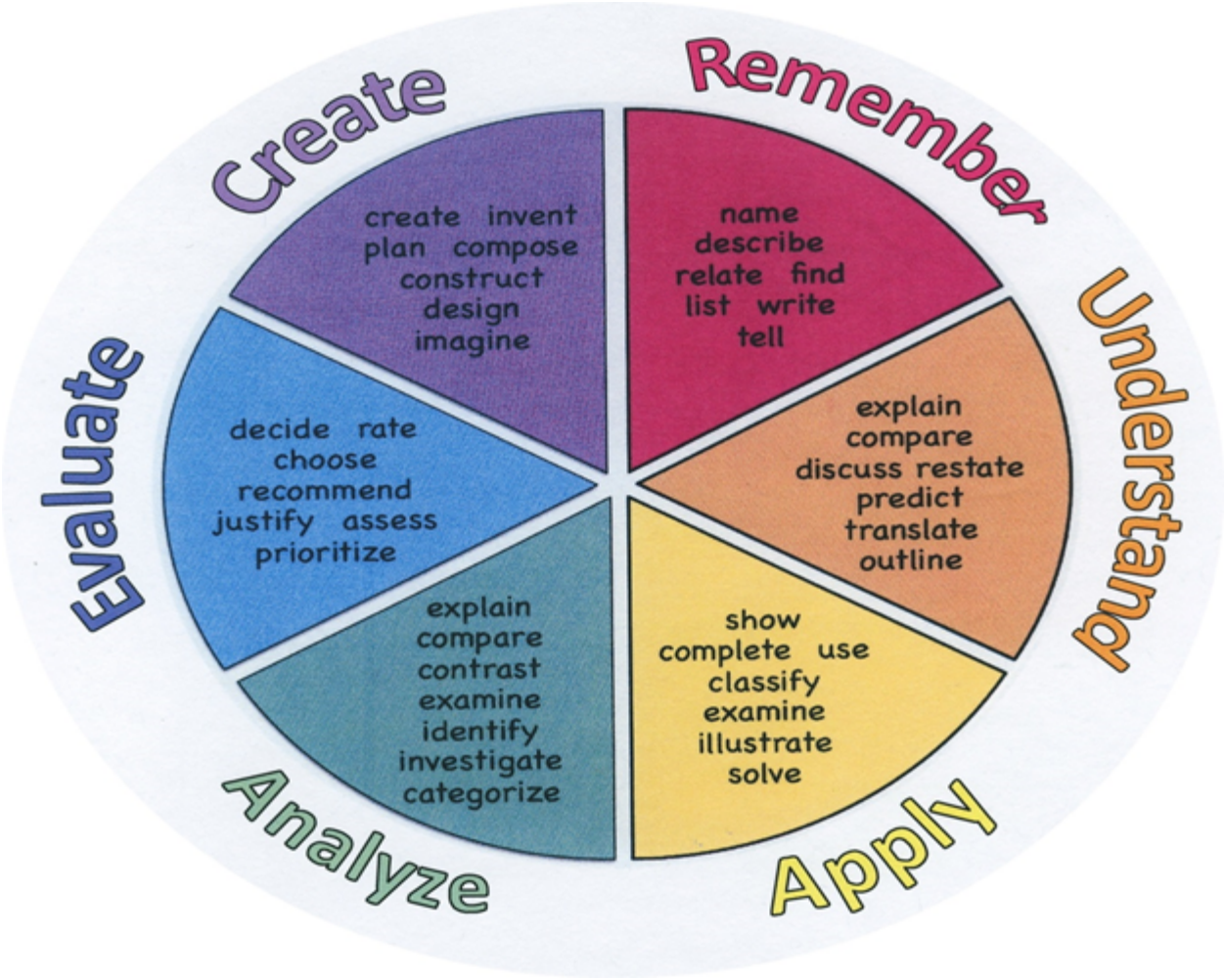
Critique classmate video productions on ways to improve their techniques

Originate a timeline in chronological of their childhood

Differentiate the difference between a PSA and movie

Compose a final movie that their high school careers will take into their careers

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




## Suggested Activities & Best Practices

Students will create and produce a 9 minute short film documentary

Students will create a documentary based upon their lives from childhood till now

Video production that is edited and uses video/still photos representing their lives

Camera angles and production work must be flawless

## Assessment Evidence - Checking for Understanding (CFU)

-Students will self assess all self portraits when complete and share ideas on how to make video production better

-Students will use an evaluation rubric to achieve a successful video production-formative assessment

Unit test-summative assessment

Web-based assessment-alternate assessment

-benchmark assessments (see below)

Students will create and produce a 9 minute short film documentary

Students will create a documentary based upon their lives from childhood till now

- 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

10th Ed.-Television Production Handbook

YouTube Video Contests

## Ancillary Resources

Previous students senior portrait videos

I-Movie Tutorial Video

YouTube Senior Portraits

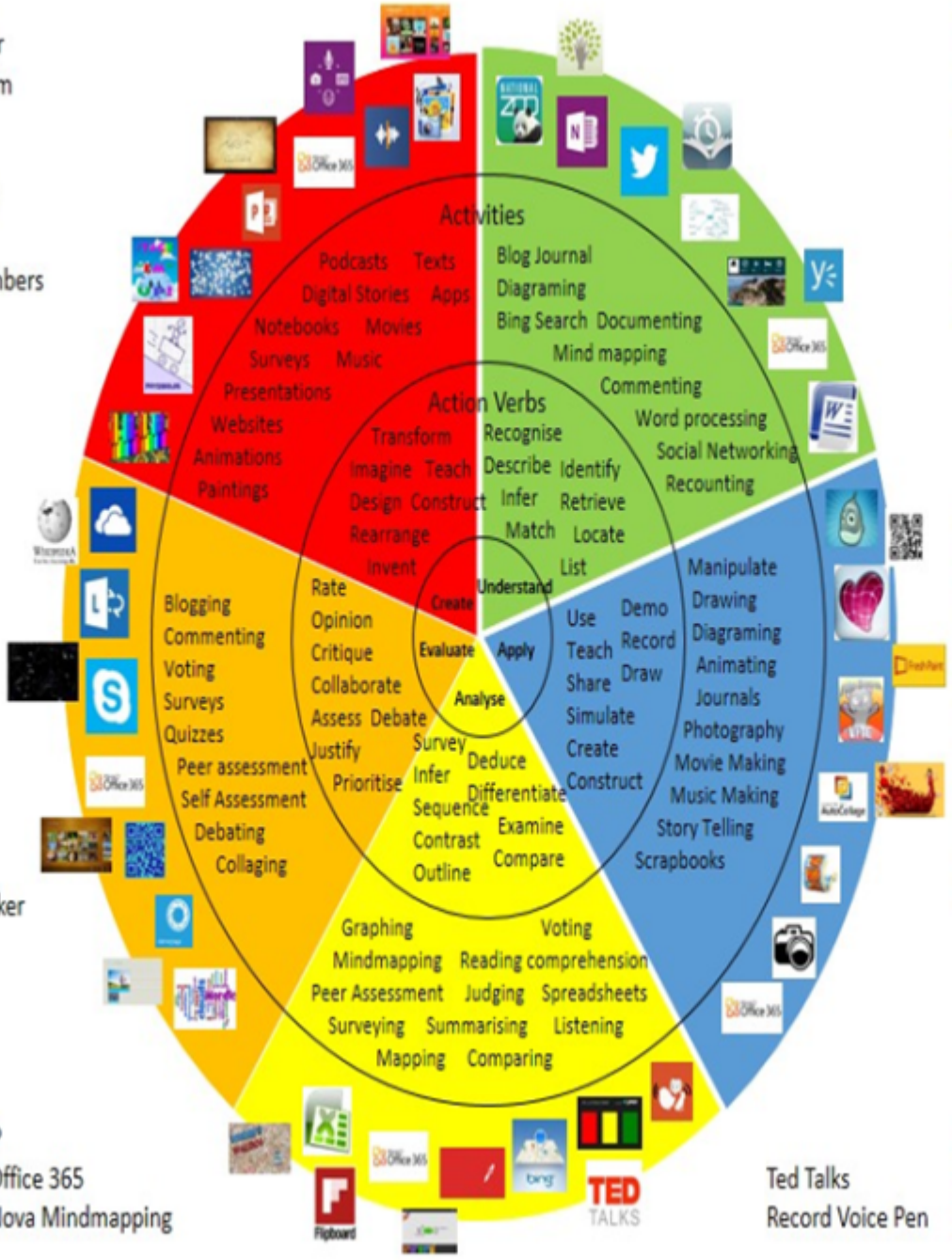
## Technology Infusion

HD Canon XA 10/Mini-DV Panasonic Cameras will be used to film activities. Videoonics Character Generator will be used to upload all credits. Apple Mac Book- Editing software programs- Final Cut Studio, Adobe Premiere Pro, Vegas Studio will be used to edit all productions. Desktop PC's- Research local and world news stories for " Live Shows"

# 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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| 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 | Apply appropriate academic and technical skills. |
| 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.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.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

TECH.8.2.12.A.CS2 The core concepts of technology.

## 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 projects that must be created using video or still photos based upon their lives

-Students will be given uploading instructions in small groups for video production

**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)

-Videos will be given extra time to help upload all photos and video recordings

-Students will repeat all directions and aspects of video that must be incorporated into assignment

- 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
- multi-sensory presentation
- multiple test sessions
- 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 paired with a classmate who is familiar with the native language

-Sample videos will be shown and aired for understanding of lesson

- 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

## At Risk

-Students will be given videos on how to create production

-Students will be given help from peer to peer productions throughout the classroom environment

- 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

## Talented and Gifted Learning (T&G)

-Student will have a shorter amount of time to import all videos and photos into project

-Students will have to extend the production overall and incorporate multiple videos and images throughout the project

- 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