

# Unit 9: Video Competition

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **8 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will create a video to enter into a video competition.

## Transfer

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Students will use the skills that have been learned and will continue to master those skills with this and future projects.

## Meaning

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## Understandings

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Students will understand that...

-What the requirements to the video competition are. (THESE REQUIREMENTS WILL BE POSTED BY THE COMPETITION THAT IS SELECTED)

## Essential Questions

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Students will keep considering...

- What type of competition is this?
- What are the rules to the competition?
- What are the deadlines that I need to be aware of?
- What is the content of the video going to be?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- How to work towards and meet a deadline
- How to "work" with a "client" (following the requirements and guidelines of someone other than the teacher).
- Work together in a team setting/environment.
- Research information/facts to include in the production.

### **Students will be skilled at...**

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Students will be skilled at...

- Writing Video Scripts and Storyboards.
- Using the TV Field Equipment.
- Using Video Editing Software.
- Working towards and meeting a deadline.
- "Working" with a "client" (following the requirements and guidelines of someone other than the teacher).
- Working together in a team setting/environment.
- Researching information/facts to include in the production.

## **Academic Vocabulary**

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- Video Scripts
- Storyboards
- Research
- Client
- Deadline(s)

- Goals
- Facts
- Competition
- Requirements

## **Target 2**

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Students will write out a storyboard for Production #1 by planning out the production on Storyboard forms.

## **Target 1**

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Students will use field equipment to shoot all elements needed to complete the video for the Video Competition.

## **Learning Goal 3**

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Students will demonstrate the ability to edit together all the elements needed to complete the video for the Video Competition.

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.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.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

## **Target 1**

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Students will use Non-Linear editing software to edit together all elements needed to complete the video for

the Video Competition.

## Target 2

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## Target 3

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## Summative Assessment

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Written Assessment (Test)

Performance Assessment (A Teacher Rubric will be used to evaluate student performance in the production).

## 21st Century Life and Careers

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Select all applicable standards from the applicable standards

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.
CAEP.9.2.12.C	Career Preparation
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.

## Formative Assessment and Performance Opportunities

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Completion of single or group production based on teacher created Rubric and Industry Standards.

## Accommodations/Modifications

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Enrichment opportunities: work outside the classroom.

Differentiation: 504 accommodations and IEP modifications.

## **Unit Resources**

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Television Production & Broadcast Journalism Text Book.

Television Production & Broadcast Journalism Workbook.

Television Studio Equipment.

Television Field Equipment.

Video Competition Requirements

## **Interdisciplinary Connections**

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LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.SL.9-10.1.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.