

2nd STEAM – Unit 4 (TV PRODUCTION)

Content Area: **TV PRODUCTION (Grade 2)**

Course(s):

Time Period:

Ongoing

Length:

Ongoing

Status:

Published

Big Idea

Everyday, digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to many more people. Tomorrow’s publishers, marketing people, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy. (Apple Inc., 2008)

Enduring Understanding

SWBAT understand the process of video production which includes developing a script, filming, and editing. SWBAT identify the equipment needed to film a television show.

Skills

- Write a television script on a digital platform and share it with peers.
- Monitor the teleprompter during the script reading.
- Use a green screen app to film the television show.

Standards

K-2	The cultural, social, economic and political effects of technology.	8.2.2.B.1	Identify how technology impacts or improves life.
	The effects of technology on the environment.	8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
	The role of society in the development and use of technology.	8.2.2.B.3	Identify products or systems that are designed to meet human needs.

Assessments

- Teacher observation
- Successful completion of project

Resources/Instructional Materials

[GREEN SCREEN TELEVISION PRODUCTION PROJECT](#). In this lesson, students learn how to produce a television show. Students discuss media technology. How did people find out the news before televisions were invented? People used to find out news from word of mouth, books, magazines, and newspapers. In the latter part of the last century, people

found out their news from newspapers, magazines, and television. Today, we find out our news using equipment such as telephones, computers, tablets, and phones. The information is accessed from web sites on the internet and social media sites. To emulate media production, students use a green screen, teleprompter app, green screen app, IPAD camera, tripod, microphone, and up lighting to produce a tv show. The theme of the television show might be one of the following:

- When I grow up I want to be...
- This holiday season, I would like to help...
- My favorite book is...
- This year I learned...
- Next year I hope to learn...
- This summer, I would like to engineer a ...
- The weather today is ...
- My favorite poem is ...
- My favorite teacher is ...
- My favorite class is ...

WEB SITES

- Apple Moving Making curriculum
- Discovery Education Television Production lesson
- Movavi video editing
- IMovie video editing
- Adobe Flash video editing

Modifications

Individual accommodations

- Additional support
- Adapting lessons to meet various learning styles

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness

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- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to community explorations.

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- Adult Connections - Projects connect students with the wider community.
 - Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.