

Building/Level: Middle School

Subject Area: Media Production

Grade(s): 7 and 8

Standards	Time Period Unit Intro	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 1-2:</p> <p>Introduction to class and materials</p> <p>Prior Knowledge Skillset Assessment</p> <p>Logo- Recognizing our success and strengths</p>	<p>Classroom Procedures and course overview</p> <p>How can we produce the best TV show possible?</p> <p>What makes a successful morning announcement?</p>	<p>Attendance, overview of production procedures, announcements, and what will be covered.</p>	<p>Students will be able to identify parts of the studio, the overview of the course, and the day-to-day workings of the class.</p> <p>Students will be able to identify the major components of a news production.</p>	<p>Discussion</p> <p>Identification Activity on SLO</p>	<p>Syllabus</p> <p>Notepad and pen</p> <p>TV Studio</p> <p>Videos of news sources</p> <p>Mac computers</p> <p>One button studio</p> <p>Lights, camera, teleprompter</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Demonstration</p> <p>Guided Participation</p>

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Standards	Time Period Unit 1	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 3-5:</p> <p>Parts of the equipment</p> <p>Using the iMAC</p>	<p>How does digital video equipment work?</p> <p>Before producing a broadcast, what must happen?</p> <p>How do I successfully work as a team to complete the broadcast?</p>	<p>One Button Studio usage, Basic operations of iMac hardware</p> <p>Troubleshooting the equipment.</p> <p>Practice setting up the hardware to execute a successful recording.</p> <p>Use a fake script to make sure they can hook up and use teleprompter correctly.</p>	<p>Students will be able to identify parts of the hardware and how to use them.</p> <p>Students will be able to create a test video introducing themselves to the class.</p> <p>Students will edit raw video to fit the broadcast chronologically.</p>	<p>Discussion</p> <p>Partner activity with identification.</p> <p>Use iPad to video the explanation of each of the items and how they work.</p> <p>Vocabulary: One Button Studio Microphone Microphone Camera Zoom In Zoom Out Green Screen Airdrop</p>	<p>Notepad & pen TV Studio Mac computers One Button Studio Lights camera teleprompter TV Studio AV Studio iMovie Software Internet Scripts Green Screen Notecards</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Independently-paced instruction</p> <p>Collaborative work-group/team</p> <p>Direct Instruction</p> <p>Demonstration</p> <p>Individualized Instruction</p> <p>Brainstorming</p>

Standards	Time Period Unit 2	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC.1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 6-16</p> <p>Roles of Studio Editing</p> <p>iMovie intro</p> <p>Writing a script</p>	<p>How does digital video editing software work?</p> <p>Before producing a broadcast, what must happen?</p> <p>How do basic commands of iMovie work?</p> <p>How do I write a script that flows together?</p>	<p>Quick commands for iMovie</p> <p>Explain what the process is for creating a segment</p> <p>Gather information to write a script to transition from one announcement to the next.</p>	<p>Students will be able to take the skills of iMovie and an assigned video to create a morning announcement segment.</p> <p>Students can take the final product and send it electronically.</p> <p>Students will edit raw video to fit the broadcast chronologically.</p>	<p>Discussion</p> <p>Script Writing</p> <p>News Writing</p> <p>Rubric/assignment</p> <p>Demonstration</p> <p>Write a script based on information given about the week.</p> <p>Vocabulary</p> <p>Clips</p> <p>Crop</p> <p>Timeline</p> <p>Transitions</p> <p>Titles</p> <p>Effects</p> <p>Play</p> <p>Ken Burns</p> <p>Audio</p>	<p>Notepad & pen</p> <p>TV Studio</p> <p>Videos-news sources</p> <p>Mac computers</p> <p>One Button Studio</p> <p>Lights</p> <p>camera</p> <p>teleprompter</p> <p>TV Studio</p> <p>AV Studio</p> <p>iMovie Software</p> <p>Internet</p> <p>Scripts</p> <p>Green Screen</p> <p>On location footage</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Independently-paced instruction</p> <p>Collaborative work-group/team</p> <p>Direct Instruction</p> <p>Demonstration</p> <p>Individualized Instruction</p> <p>Brainstorming</p>

Standards	Time Period Unit 3	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 17-21:</p> <p>Components of a broadcast</p> <p>Different ways to shoot video</p> <p>Tell a story in pictures with words, music, and text.</p>	<p>How does the videography work affect the storyline of the feature?</p> <p>What strategies can be used to put together digital storytelling?</p> <p>How do we put together a feature piece to highlight a concept and/or a person/company?</p>	<p>Basic camera operations plus basic shots and moves.</p> <p>Writing a storyboard to include the different shots and voiceovers.</p> <p>Be assigned to a team of students who will work together to build a news package that highlights an activity or person in the school.</p>	<p>Students will be able to identify different shots and when they should be used most effectively.</p> <p>Students will use the camera to capture clear steady shots, showing the action that is taking place.</p> <p>Students will gather music and pictures without infringing on copyright.</p>	<p>Discussion</p> <p>Script Writing</p> <p>News Writing</p> <p>Rubric/assignment</p> <p>Demonstration</p> <p>Work in two teams to produce a video that highlights an activity or person in the school.</p> <p>Vocabulary: Point of View Dramatic Question Emotional Content Gift of Your Voice Power of Soundtrack Economy Pacing Overall Purpose</p>	<p>Notepad & pen TV Studio Videos-news sources Mac computers One Button Studio Lights camera teleprompter TV Studio AV Studio iMovie Software Internet Scripts Green Screen On location footage Digital Storytelling Prezi Nawmal Animaker</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Independently-paced instruction</p> <p>Collaborative work-group/team</p> <p>Direct Instruction</p> <p>Demonstration</p> <p>Individualized Instruction</p> <p>Brainstorming</p>

Standards	Time Period Unit 4	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC.1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 22-38:</p> <p>Executing a news broadcast from start to finish using iMovie</p>	<p>How does the videography work affect the storyline of the feature?</p> <p>What strategies can be used to put together digital storytelling?</p> <p>How do we put together a feature piece to highlight a concept and/or a person/company?</p>	<p>Basic camera operations plus basic shots and moves.</p> <p>Writing a storyboard to include the different shots and voiceovers.</p> <p>Be assigned to a team of students who will work together to build a news package that highlights an activity or person in the school.</p>	<p>Students will be able to take their cumulative skills and create a news broadcast from behind the camera.</p> <p>Students will be able to take their cumulative skills and create a news broadcast as a reporter.</p>	<p>Discussion</p> <p>Script Writing</p> <p>News Writing</p> <p>Rubric/assignment</p> <p>Demonstration</p> <p>Video that highlights an activity or person in the school.</p>	<p>Notepad & pen</p> <p>TV Studio</p> <p>Videos-news sources</p> <p>Mac computers</p> <p>One Button Studio</p> <p>Lights</p> <p>camera</p> <p>teleprompter</p> <p>TV Studio</p> <p>AV Studio</p> <p>iMovie Software</p> <p>Internet</p> <p>Scripts</p> <p>Green Screen</p> <p>On location footage</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Independently-paced instruction</p> <p>Collaborative work-group/team</p> <p>Direct Instruction</p> <p>Demonstration</p> <p>Individualized Instruction</p> <p>Brainstorming</p>

Standards	Time Period Unit 4	Content (Big Ideas, EQ)	Concepts/Skills	Competencies/ Objectives	Assessment	Materials	Strategies/ Interventions
<p>Addressed throughout the course:</p> <p>Science & Technology 3.6.7B 3.7.7CDE</p> <p>ELA CC.1.2.7(8)F CC.1.2.7(8)G CC.1.2.7(8)J CC.1.5.7(8)A CC.1.5.7(8)D CC.1.5.7(8)E CC.1.5.7(8)F CC.1.5.7(8)G</p> <p>Career Education & Work 13.1.8A 13.3.8BCE</p> <p>Arts and Humanities 9.1.8BCEJ 9.2.8B 9.3.8AB</p>	<p>Days 39-45:</p> <p>Intro to Podcasting</p> <p>Hardware of a podcast</p> <p>Sample podcasting</p>	<p>What are the differences between a digital story versus a podcast?</p> <p>What hardware is needed to create a podcast?</p> <p>How can we create a podcast to engage our audience?</p>	<p>Basic podcasting hardware and functions</p> <p>Topics of podcasts and how to enhance them</p> <p>Create and edit audio to create a podcast similar to our news video.</p>	<p>Students will be able to create a 2-minute podcast using their announcement scripts.</p> <p>Students will be able to edit their audio in the same way they edited their video.</p>	<p>Discussion</p> <p>Script Writing</p> <p>News Writing</p> <p>Rubric/assignment</p> <p>Demonstration</p> <p>Podcast that highlights an activity or person in the school.</p> <p>Vocabulary: Compression Mixer MP3 File WAV file USB Microphone Pop Filter</p>	<p>Notepad & pen TV Studio Videos-news sources Mac computers One Button Studio Lights camera teleprompter TV Studio AV Studio iMovie Software Internet Scripts Green Screen On location footage</p>	<p>Lecture/Discussion</p> <p>Guided Participation</p> <p>Independently-paced instruction</p> <p>Collaborative work-group/team</p> <p>Direct Instruction</p> <p>Demonstration</p> <p>Individualized Instruction</p> <p>Brainstorming</p>