

Teacher: Bell
 Unit of Study: TV Production 1

Chelsea School
 Unit Lesson Plans

Previous Unit: N/A Start Date: _____ End Date: _____		Current Unit: Production Overview (Unit #1) Start Date: 8/25/08 End Date: 9/5/08		Next Unit: The Power of Story (Unit #2) Start Date: 9/8/08 End Date: 9/12/08	
Standards: Students will be able to exhibit knowledge of the history of audio and video production and its role within society (State Standard 2.0.3)		Big Idea: What is production and what are the different kinds?		Assessment: (How have students come to know?) Written quiz, multiple choice and short answer	
Brief Summary of unit: This is an introductory unit that introduces students to the world of media production, the different types of production that occur, and the stages that productions go through.				Self Evaluation: (Students will know they have been successful when...) Their quiz grade reflects their understanding enough to be ready to move on.	
Objective(s) & Correlation to State Content Standards: <input type="checkbox"/> VSC'S <input type="checkbox"/> PG <input checked="" type="checkbox"/> Montgomery <input type="checkbox"/> DC <input type="checkbox"/> Other:	Materials/Resources: <input type="checkbox"/> Art Supplies <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Print: handouts <input checked="" type="checkbox"/> Visual: projector <input type="checkbox"/> Moodle: <input type="checkbox"/> Tablet: <input checked="" type="checkbox"/> Kurzweil: when needed <input type="checkbox"/> Inspiration: <input checked="" type="checkbox"/> Other: Production equipment	Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input type="checkbox"/> Project w/ Rubric _____ <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other: Student Products: (What will be going into the portfolio): Written assignments.		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> • Student will view a film that introduces the audience to a production set and different roles of production. • Students will view a behind-the-scenes special that takes the audience through the stages of producing a television show. • Students will take notes on discussions of production basics. • Students will complete worksheets regarding our viewings and discussions. 	
Enrichment activities: Viewing films		Key vocabulary and concepts: Production, Set, Studio/Live TV, Documentary, Narrative, Daytime TV, Pre-Production, Post-Production			
Study Skill: <input checked="" type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input type="checkbox"/> Semantic Mapping <input type="checkbox"/> Research Format <input type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input type="checkbox"/> Text Use <input checked="" type="checkbox"/> two Column Notes <input checked="" type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:		Teacher Notes: Begin with video viewings to help introduce concepts and make relevant. Then conduct lectures on specific concepts and vocabulary to make more specific.	

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Previous Unit: Production Overview (Unit #2) Start Date: 8/25/08 End Date: 9/5/08		Current Unit: The Power of Story (Unit #2) Start Date: 9/8/08 End Date: 9/12/08		Next Unit: Production Equipment (Unit #3) Start Date: 9/15/08 End Date: 9/26/08	
Standards: Students will be able to identify and describe the elements of a media storytelling and its impact on media.		Big Idea: Why is story prevalent throughout all media production and how does one tell an effective story?		Assessment: (How have students come to know?) Students will create their own written stories that will show whether or not they understand the basic elements of storytelling.	
Brief Summary of unit: We will discuss the various elements that make up a story, we will discuss how these elements are used across the board in terms of the different types of media production, and the students will create their own stories that reflect the different types of media production.				Self Evaluation: (Students will know they have been successful when...) The students critique one another's story and check for the appropriate story elementsS.	
Objective(s) & Correlation to State Content Standards: <input type="checkbox"/> VSC'S <input type="checkbox"/> PG <input checked="" type="checkbox"/> Montgomery <input type="checkbox"/> DC <input type="checkbox"/> Other:	Materials/Resources: <input type="checkbox"/> Art Supplies <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Print: handouts <input checked="" type="checkbox"/> Visual: projector <input type="checkbox"/> Moodle: Tablet: <input checked="" type="checkbox"/> Kurzweil: when needed Inspiration: <input checked="" type="checkbox"/> Other:	Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input type="checkbox"/> Project w/ Rubric _____ <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other:		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> Students will discuss and take notes on the elements of story. Students will create own stories that include the basic storytelling elements. 	
Enrichment activities: Story examples		Key vocabulary and concepts: Story, Comedy, Tragedy, Protagonist, Antagonist, Acts I-III / Beginning, Middle, End, Climax			
Study Skill: <input type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input checked="" type="checkbox"/> Semantic Mapping <input type="checkbox"/> Research Format <input checked="" type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input checked="" type="checkbox"/> Text Use <input checked="" type="checkbox"/> Two Column Notes <input type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:	Teacher Notes: Use an excerpt from Robert McKee's "Story" to introduce unit..		

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Previous Unit: The Power of Story (Unit #2) Start Date: 9/8/08 End Date: 9/12/08		Current Unit: Production Equipment (Unit #3) Start Date: 9/15/08 End Date: 9/26/08		Next Unit: Equipment Safety (Unit #4) Start Date: 9/29/08 End Date: 10/3/08	
Standards: <ul style="list-style-type: none"> Understand the three stages of production (State Standard 2.1.1) Exhibit an understanding of production team roles (2.1.3) Demonstrate basic operation and maintenance of video equipment (2.0.4) Identify, describe, and implement the different kinds of production equipment. 		Big Idea: What are the different kinds of equipment used in production and how is it used?		Assessment: (How have students come to know?) <ul style="list-style-type: none"> Equipment quizzes with word banks Demonstrations of equipment competency Self Evaluation: (Students will know they have been successful when...) Students will monitor one another's equipment demonstrations.	
Brief Summary of unit: We will go over the different pieces of equipment for each stage of production, how they are used in conjunction with one another, and will practice using the equipment.					
Objective(s) & Correlation to State Content Standards: ___X___ VSC'S ___ PG ___X Montgomery ___ DC ___ Other:		Materials/Resources: ___ Art Supplies ___ Manipulatives ___X Print: handouts ___X Visual: projector ___ Moodle: ___ Tablet: ___ Kurzweil: when needed ___ Inspiration: ___X Other: Production equipment		Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input type="checkbox"/> Project w/ Rubric _____ <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other:	
		Student Products: (What will be going into the portfolio): Practice videos.		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> Discussions and teacher demonstrations of equipment. Worksheets and quizzes on equipment. Students will demonstrate competency by using equipment for practice videos. 	
Enrichment activities: Production equipment.		Key vocabulary and concepts: MiniDV cameras, shotgun mics, omni directional mics, boom pole, monitors, video mixing board, audio mixing board, a/v cables, teleprompter, VTR deck.			
Study Skill: <input checked="" type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input type="checkbox"/> Semantic Mapping <input type="checkbox"/> Research Format <input checked="" type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input type="checkbox"/> Text Use <input checked="" type="checkbox"/> Two Column Notes <input type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:		Teacher Notes: Practice video: students will team up and give a "tour" of Chelsea with a "twist."	

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Previous Unit: Production Equipment (Unit #3) Start Date: 9/15/08 End Date: 9/26/08		Current Unit: Equipment Safety (Unit #4) Start Date: 9/29/08 End Date: 10/3/08		Next Unit: Live Television Production (Unit #5) Start Date: 10/6/08 End Date: 12/12/08			
Standards: <ul style="list-style-type: none"> Understand the three stages of production (State Standard 2.1.1) Exhibit an understanding of production team roles (2.1.3) Demonstrate basic operation and maintenance of video equipment (2.0.4) Identify and describe how to safely use and care for production equipment. 		Big Idea: How do you properly and safely use, handle, and care for production equipment?		Assessment: (How have students come to know?) Student demonstrations.			
Brief Summary of unit: This is an introductory unit that introduces students to the world of media production, the different types of production that occur, and the stages that productions go through.							
Objective(s) & Correlation to State Content Standards: <input checked="" type="checkbox"/> VSC'S ___ PG <input checked="" type="checkbox"/> Montgomery ___ DC ___ Other:		Materials/Resources: ___ Art Supplies ___ Manipulatives <input checked="" type="checkbox"/> Print: handouts <input checked="" type="checkbox"/> Visual: projector ___ Moodle: ___ Tablet: <input checked="" type="checkbox"/> Kurzweil: when needed ___ Inspiration: <input checked="" type="checkbox"/> Other: Production equipment		Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input type="checkbox"/> Project w/ Rubric _____ <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other:		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> Discussions and worksheets on safety and care. Student demonstrations of safety and care. 	
Enrichment activities: Hands on equipment care.		Key vocabulary and concepts: Tripod set up, cord wrapping, DV tape insertion, light care, barn doors.					
Study Skill: <input type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input type="checkbox"/> Semantic Mapping <input type="checkbox"/> Research Format <input checked="" type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input type="checkbox"/> Text Use <input checked="" type="checkbox"/> Two Column Notes <input type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:		Teacher Notes: Make sure floor is clear before testing tripod set up.			

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Previous Unit: Equipment Safety (Unit #4) Start Date: 9/29/08 End Date: 10/3/08		Current Unit: Live Television Production (Unit #5) Start Date: 10/6/08 End Date: 12/12/08		Next Unit: Narrative Production (Unit #6) Start Date: 12/15/08 End Date: 3/12/09			
Standards: <ul style="list-style-type: none"> Understand the three stages of production (State Standard 2.1.1) Exhibit an understanding of production team roles (2.1.3) Demonstrate basic operation and maintenance of video equipment (2.0.4) Produce a live television news broadcast. 		Big Idea: What goes into making a live television production?		Assessment: (How have students come to know?) Completed news broadcast piece. Self Evaluation: (Students will know they have been successful when...) Students will conduct a self and a class critique of their individual field reports and their studio broadcast.			
Brief Summary of unit: Students will first analyze the techniques and structure of field and studio news broadcasts, then produce field reports. Finally, the students will work as a team to produce a studio broadcast of their news story.							
Objective(s) & Correlation to State Content Standards: <input checked="" type="checkbox"/> VSC'S <input type="checkbox"/> PG <input checked="" type="checkbox"/> Montgomery <input type="checkbox"/> DC <input type="checkbox"/> Other:		Materials/Resources: <input type="checkbox"/> Art Supplies <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Print: handouts <input checked="" type="checkbox"/> Visual: projector <input type="checkbox"/> Moodle: <input type="checkbox"/> Tablet: <input type="checkbox"/> Kurzweil: <input type="checkbox"/> Inspiration: <input checked="" type="checkbox"/> Other: Production equipment		Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input checked="" type="checkbox"/> Project w/ Rubric <input type="checkbox"/> Studio Broadcast <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other:		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> Students will analyze field reports and studio broadcasts for their techniques and structure. In small groups, students will write a script, then produce field reports of their overall news story. As an entire class, the students will work as a team to produce a live studio broadcast of their news report. The students will conduct self and class critiques of the report. 	
Enrichment activities: Video examples, field production		Key vocabulary and concepts: Field report, field reporter, anchor, lavalier mic, studio broadcast, studio script					
Study Skill: <input checked="" type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input type="checkbox"/> Semantic Mapping <input checked="" type="checkbox"/> Research Format <input checked="" type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input checked="" type="checkbox"/> Text Use <input checked="" type="checkbox"/> Two Column Notes <input type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:		Teacher Notes: Make sure to have field reports shot and printed to tape so that they'll be ready to use on Camera C during the broadcast.			

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Previous Unit: Live Television (Unit #5) Start Date: _____ End Date: _____		Current Unit: Narrative Production (Unit #6) Start Date: 12/15/08 End Date: 3/12/09		Next Unit: Documentary Production (Unit #7) Start Date: 3/16/09 End Date: 5/22/09		
Standards: <ul style="list-style-type: none"> Understand the three stages of production (State Standard 2.1.1) Exhibit an understanding of production team roles (2.1.3) Demonstrate basic operation and maintenance of video equipment (2.0.4) Exemplify narrative video production by producing narrative projects. 		Big Idea: What is narrative production and what techniques separate it from other types of production?		Assessment: (How have students come to know?) True & False quizzes and video projects. Self Evaluation: (Students will know they have been successful when...) Students will conduct self-critiques and class critiques on each video project.		
Brief Summary of unit: Students will learn new narrative production techniques, then produce and edit two narrative projects.						
Objective(s) & Correlation to State Content Standards: <input checked="" type="checkbox"/> VSC'S <input type="checkbox"/> PG <input checked="" type="checkbox"/> Montgomery <input type="checkbox"/> DC <input type="checkbox"/> Other:	Materials/Resources: <input type="checkbox"/> Art Supplies <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Print: handouts <input checked="" type="checkbox"/> Visual: projector <input type="checkbox"/> Moodle: <input type="checkbox"/> Tablet: <input checked="" type="checkbox"/> Kurzweil: when needed <input type="checkbox"/> Inspiration: <input checked="" type="checkbox"/> Other: Production equipment	Activities: <input checked="" type="checkbox"/> Guided Instruction <input checked="" type="checkbox"/> Co-op Learning <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Textbook (pp. _____) <input checked="" type="checkbox"/> Workbook/paper (pp. _____) <input checked="" type="checkbox"/> Project w/ Rubric <u>POV/Chase & Dialogue</u> <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Other:		Performance Tasks: (Activities provide evidence of desired understanding) <ul style="list-style-type: none"> Discussions and a quiz on how production roles differ for narrative production. Discussions, notes, and examples, of narrative video production techniques. Production of "POV/Chase Sequence" project. Edit of "POV/Chase Sequence." Production of "Dialogue" project. Edit of "Dialogue" project. Critiques. 		
Enrichment activities: Viewing films and production equipment		Key vocabulary and concepts: Screenwriter, Director, Director of Photography, Field Sound Recorder, Producer, Clapboard person, POV shot series, chase sequences, rule of thirds, set up and pay offs, screen direction, framing, shot/reverse shot, 180° rule, screenplay, scene structure				
Study Skill: <input checked="" type="checkbox"/> Test Taking <input checked="" type="checkbox"/> Main Idea <input type="checkbox"/> Relevant/Irrelevant <input type="checkbox"/> Semantic Mapping <input checked="" type="checkbox"/> Research Format <input checked="" type="checkbox"/> Prepare and Deliver Oral Presentations <input checked="" type="checkbox"/> Paraphrasing or Summarizing Skills <input checked="" type="checkbox"/> Develop/Maintain Organization <input type="checkbox"/> Planning/Organizing Study Time <input type="checkbox"/> Text Use <input checked="" type="checkbox"/> Two Column Notes <input type="checkbox"/> Highlighting <input checked="" type="checkbox"/> Understand Relevant Vocabulary <input checked="" type="checkbox"/> Employing SQ3R/KWL <input type="checkbox"/> Other		Remediation:	Teacher Notes: Combine POV and Chase Sequence project to cut down on length of unit from last year.			