

PROJECT OVERVIEW			
Name of Project:	Struggle for Freedom	Duration (hrs):	2 nd Nine Weeks
CTE Course:	Digital Video Production and Computing for College and Careers	Grade Level:	9
Academic Course:	English 1 Honors	School:	DeLand High School
Teachers:	Carter, Perri, Lowenstein, Schaffer		
Project Idea: Summary of the issue, challenge, investigation, scenario, or problem	Unit Summary: Students will analyze various documents, styles, and history related to the “struggle for freedom.” Students will research and draft an argumentative essay along with creating a music video to focus on various aspects of communications.		
Driving Question: The question that both engages student attention and focuses their efforts	How have people expressed their desire for freedom?		
Content and Skill Standards: Those taught and assessed in the project	CTE Performance Standards Computing for College & Careers 04.0, 05.0, 06.0, 07.0, 11.0, 12.0, 14.0 Digital Video Production 1 01.0, 02.0, 03.0, 04.0, 06.0, 07.0, 10.0, 16.0, 17.0, 18.0, 20.0, 21.0, 24.0.		
	Common Core/College and Career Readiness Standards		
	Common Core Standards – Language Arts and/or Mathematics English 1 LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). LAFS.910.W.1.1a-e: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. LAFS.910.W.1.2a-f: 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.		

LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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LAFS.910.W.1.2a-f: 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.

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LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

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LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including.

LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose; how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums.

LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting

21st Century Skills: Those taught and assessed in the project <i>For descriptions follow web links</i>	Learning & Innovation Skills	Info. Media, & Tech. Skills	Life & Career Skills		
	<input checked="" type="checkbox"/> Creativity & Innovation	<input checked="" type="checkbox"/> Information Literacy	<input type="checkbox"/> Flexibility/Adaptability	<input checked="" type="checkbox"/> Productivity/Accountability	
	<input checked="" type="checkbox"/> Critical Thinking/Problem Solving	<input checked="" type="checkbox"/> Media Literacy	<input checked="" type="checkbox"/> Initiative/Self Direction	<input checked="" type="checkbox"/> Leadership/Responsibility	
	<input checked="" type="checkbox"/> Communication/Collaboration	<input type="checkbox"/> ICT Literacy	<input type="checkbox"/> Social/Cross-Cultural		

Culminating Products & Performances: Elaborate on products Discuss publication and presentation of projects	Products: Creativity & Innovation Rubric	English 1 Honors: Students will write an argumentative essay addressing the accessibility of freedom. CCC: Students will research for the argumentative essay. DVP 1: Students create a music video related to freedom.	
	Publication/ Presentation: Presentation Rubric	<i>Group:</i> DVP students will present music videos to the class.	Presentation Audience <input checked="" type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Business/Community <input type="checkbox"/> Web <input type="checkbox"/> Other:
		<i>Individual:</i>	
Entry Event/Project Launch: Introduction/background information to set the stage	English 1 Honors: Students will listen to the song <i>Merica</i> by the Descendants and discuss various views of freedom.		
In-Depth Inquiry/ Need to Know Discuss how the project engages students; Develop student guidelines	1. Introduction and Team Planning: See integrated assignment sheet below.		

for each phase of project Student Project Guidelines Project Management Log/Group Project Work Log/Individual Creativity/Innovation Rubric	2. Initial Research Phase - Gathering Information: See integrated assignment sheet below.
	3. Creation and Development of Initial Artifacts, Product(s), and/or Prototype(s): See integrated assignment sheet below.
	4. Second Research Phase - Additional Information & Revision: See integrated assignment sheet below.
	5. Final Presentation Development: See integrated assignment sheet below.
	6. Publication of Product or Artifacts: See integrated assignment sheet below.

Collaboration: Discuss collaboration among colleagues in teaching the project Discuss collaborative instructional strategies utilized by students Collaboration Rubric	Teachers: The 9 th grade English teacher will work closely with the CCC teacher to plan the scheduling and requirements of the research required for the argumentative essay. <u>English 1:</u> Follow the curriculum guide for the performance task in Collection 2. <u>Computing for College & Careers:</u> Students will use guided notes sheet as they research for their argumentative essay they are drafting in English. <u>Digital Video Production 1</u> Introduce the concept of faster paced editing, individual shots comprising a ‘video collage,’ the WALLDO technique and how to edit to the music. Demonstrate how to write the script (lyrics first) to provide room for short description. Emphasize that students should not act out the lyrics line by line but rather portray the meaning of the song.		
	Students: Students will work in pairs to create music videos.		
Voice & Choice: Describe how students play a role in project design and implementation	Students will decide on the shots and select images for their music videos.		
Instructional Technology: Select and discuss the technology-based instructional options embedded in the project	<input type="checkbox"/> Webquests	<input type="checkbox"/> Course Management System	<input type="checkbox"/> Presentation Hardware
	<input type="checkbox"/> Blogs	<input type="checkbox"/> Alternate Reality Games (ARGs)	<input type="checkbox"/> RSS Feeds
	<input type="checkbox"/> Wikis	<input type="checkbox"/> Simulation Software	<input checked="" type="checkbox"/> Digital Video Tools <small>(Software or online)</small>
	<input type="checkbox"/> Social Network	<input type="checkbox"/> Presentation Software	<input type="checkbox"/> Digital Photography Tools <small>(Software or online)</small>

	<input type="checkbox"/> Video Conferencing	<input type="checkbox"/> Podcasts	<input checked="" type="checkbox"/> Other:
	Discussion:		
Public Audience: Describe how business partners contribute to project learning.	All project based learning templates are available for discussion at advisory board meetings which merit business partner contributions.		

Assessments:	Formative Assessments <i>(During Project)</i>	<input type="checkbox"/> Quizzes/Tests	<input type="checkbox"/> Practice Presentations
		<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Notes
		<input type="checkbox"/> Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/> Checklists
		<input checked="" type="checkbox"/> Rough Drafts	<input type="checkbox"/> Concept Maps
		<input type="checkbox"/> Online Tests/Exams	<input checked="" type="checkbox"/> Other: Socratic Seminar
	Summative Assessments <i>(End of Project)</i>	<input checked="" type="checkbox"/> Written Product(s) w/ Rubric: _____	<input type="checkbox"/> Other Product(s) or Performance(s) w/ Rubric: _____
		<input type="checkbox"/> Oral Presentation w/ Rubric	<input type="checkbox"/> Peer Evaluation
		<input type="checkbox"/> Multiple Choice/Short Answer	<input type="checkbox"/> Self-Evaluation
		<input type="checkbox"/> Essay Test	<input type="checkbox"/> Other:
Reflection Methods:	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input type="checkbox"/> Group	<input type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion

	<input type="checkbox"/> Whole Class	<input type="checkbox"/> Survey	<input checked="" type="checkbox"/> Other:
Revision & Reflection: Scaffolded feedback and “check points” should be routinely provided by the teacher within the collaborative instructional process. Feedback can be based on either teacher and/or peer evaluations		<input checked="" type="checkbox"/> Grades	<input checked="" type="checkbox"/> Written Comments
		<input type="checkbox"/> Group Feedback	<input type="checkbox"/> Peer Feedback
		<input type="checkbox"/> Individual Feedback	<input type="checkbox"/> Self-Assessment

Career Academy Integrated Unit Plan

Academy Name: Communications Academy

School: DeLand High School

Integrated Unit Plan Title: Struggle for Freedom
Courses to integrate: English1 Honors, Computing for College & Careers, and Digital Video Production 1
Grade Level: 9
Timeline & Duration: Second 9 weeks

<p>Unit Summary: Students will analyze various documents, styles, and history related to the “struggle for freedom.” Students will research and draft an informative essay along with creating a music video to focus on various aspects of communications.</p>
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Overview of Activities/Lessons per Course

Course	English 1	Computing for College & Careers	Digital Video Production 1	
Activity/Lesson	How have people expressed their desire for freedom? How do writers use textual evidence to explain their viewpoints in an essay? Students will write an argumentative essay addressing the accessibility of freedom.	Students will complete research related to the argumentative essay they are drafting in English 1.	Students create a music video related to freedom.	

Lesson Instructions:

Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):
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English 1 Honors

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LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums.

LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or May, 2014 English 1 Regular, Honors, and Pre-IB Grade 9 Curriculum Map 11 trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Computing for College & Careers

04.0, 05.0, 06.0, 07.0, 11.0, 12.0, 14.0

Digital Video Production 1

01.0, 02.0, 03.0, 04.0, 06.0, 07.0, 10.0, 16.0, 17.0, 18.0, 20.0, 21.0, 24.0.

Rigor & Relevance (quadrant):

English 1 Honors

Quadrants A, B, and C

Computing for College & Careers

Quadrants B and C

Digital Video Production 1

Quadrants C and D

Instructions to Teacher:

English 1 Honors: Follow the curriculum guide for the performance task in Collection 2.

Computing for College & Careers: Students will use guided notes sheet as they research for their argumentative essay they are drafting in English.

Digital Video Production 1

Introduce the concept of faster paced editing, individual shots comprising a 'video collage,' the WALLDO technique and how to edit to the music. Demonstrate how to write the script (lyrics first) to provide room for short description. Emphasize that students should not act out the lyrics line by line but rather portray the meaning of the song.

Instructions to Students:

English 1 Honors

Follow teacher instructions.

Computing for College & Careers

<p>Follow teacher instructions.</p> <p><u>Digital Video Production 1</u> See assignment sheet.</p>
<p>Instructions for Student Accommodations:</p> <p><u>All Classes:</u> Students needing accommodations, can participate in a variety of options: Extra Time, written instructions, oral instructions, checklists, worksheets, project examples/samples, etc.</p>
<p>Assessment for Activity:</p> <p><u>English 1 Honors</u> Rubric for the Argumentative Essay Performance Task</p> <p><u>Computing for College & Careers</u> Guided notes</p> <p><u>Digital Video Production 1</u> Teacher Approval/Rubric</p>
<p>Approximate Length of Time for Activity:</p> <p><u>English 1 Honors</u> 9 weeks</p> <p><u>Computing for College & Careers</u> 9 weeks</p> <p><u>Digital Video Production 1</u> 9 weeks</p>
<p>Materials Needed:</p> <p><u>English 1 Honors</u> Collections</p> <p><u>Computing for College & Careers</u> Microsoft Word, Printers, Various internet browsers</p> <p><u>Digital Video Production 1</u> NLE Software, Video Camera, script sheets</p>

Resources Needed:English 1 Honors

Teacher provided materials (samples of outlines)

Computing for College & Careers

Computers, Microsoft Word (and Office Suite, Internet)

Digital Video Production 1

NLE (Editing) Software, Video Camera

Attachments: