

<b>PROJECT OVERVIEW</b>			
<b>Name of Project:</b>	The Natural World	<b>Duration (hrs):</b>	1st Nine Weeks
<b>CTE Course:</b>	DMM, J2, DVP, FWD	<b>Grade Level:</b>	10
<b>Academic Course:</b>	English 2 Honors	<b>School:</b>	DeLand High School
<b>Teachers:</b>	Schaffer, Sniffen, Lowenstein, Perri, Oley		
<b>Project Idea:</b> Summary of the issue, challenge, investigation, scenario, or problem	Students will explore the relationship between man and nature while learning how to gather relevant information, organize the information in written and oral formats and present the information in a panel discussion.		
<b>Driving Question:</b> The question that both engages student attention and focuses their efforts	How are we intertwined with nature and how do we affect it as much as it affects us?		
<b>Content and Skill Standards:</b> Those taught and assessed in the project	<p><a href="#">CTE Performance Standards</a></p> <p><b>Digital Video Production 2:</b></p> <p>4.0 Demonstrate safe and efficient work practices.</p> <p>5.0 Plan a production set.</p> <p>6.0 Create appropriate lighting for location and/or set productions.</p> <p>7.0 Operate a video camera.</p> <p>8.0 Record, mix and edit audio resources.</p> <p>10.0 Organize and edit video resources.</p> <p>11.0 Generate a production schedule.</p> <p>15.0 Develop a project proposal and script.</p> <p>16.0 Shoot studio and/or location footage.</p> <p>17.0 Design and generate graphic elements.</p> <p>18.0 Plan, coordinate and manage a video or webcast production.</p> <p><b>Journalism 2:</b></p> <p>02.02.2 (LAFS.910.WHST.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.</p> <p>02.02.3 (LAFS.910.WHST.2.6)Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>05.02(LA.D.2.4.3) Recognize production elements that contribute to the effectiveness of a specific medium.</p> <p>07.03(LA.E2.4.4) Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.</p> <p><b>Digital Media/Multimedia Foundations I:</b></p> <p>04.0 Demonstrate knowledge of presentation production issues</p> <p>05.0 Demonstrate basic computer knowledge</p>		

06.0 Demonstrate proficiency in using illustration software  
 07.0 Demonstrate knowledge of digital still photography  
 08.0 Demonstrate knowledge of photo editing software

**Foundations of Web Design:**

25.01 Create basic webpage structures using common markup elements and attributes.  
 25.02 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).  
 25.03 Incorporate link structures in a webpage (i.e., external, internal, email).  
 25.04 Research and incorporate web color usage principles in a webpage.  
 25.05 Troubleshoot markup language syntax, elements, and links.  
 37.03 Use animation software to enhance website designs.

[Common Core Standards](#) – Language Arts and/or Mathematics

English 2

LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1a

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.

LAFS.910.SL.1.1b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LAFS.910.SL.1.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LAFS.910.SL.1.1d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.910.SL.2.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

<p><b><u>Culminating Products &amp; Performances:</u></b> Elaborate on products</p> <p>Discuss publication and presentation of projects</p>	<p><b>Products:</b> <a href="#">Creativity &amp; Innovation Rubric</a></p> <p><b>Publication/ Presentation:</b> <a href="#">Presentation Rubric</a></p>	<p>English 2: Panel discussion</p> <p>Digital Video Production 2: Content for panel discussion</p> <p>Journalism 2: Photo Essay</p> <p>Digital Media/Multimedia Foundations 1: Graphics for panel discussion</p> <p>Foundations of Web Design: 3 page html based website revolving around an exotic animal in its natural world</p> <p><i>Group:</i> English 2: Students will present panel discussions to the class; incorporating the digital content created in CTE classes. Journalism 2: Students will present photo essays to the class.</p> <p><i>Individual:</i></p>	<table border="1"> <thead> <tr> <th data-bbox="1316 948 1530 992"><b>Presentation Audience</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1316 992 1530 1032"><input checked="" type="checkbox"/> Class</td> </tr> <tr> <td data-bbox="1316 1032 1530 1065"><input type="checkbox"/> School</td> </tr> <tr> <td data-bbox="1316 1065 1530 1105"><input type="checkbox"/> Community</td> </tr> <tr> <td data-bbox="1316 1105 1530 1146"><input type="checkbox"/> Experts</td> </tr> <tr> <td data-bbox="1316 1146 1530 1187"><input type="checkbox"/> Business/Community</td> </tr> <tr> <td data-bbox="1316 1187 1530 1227"><input type="checkbox"/> Web</td> </tr> <tr> <td data-bbox="1316 1227 1530 1261"><input type="checkbox"/> Other:</td> </tr> </tbody> </table>	<b>Presentation Audience</b>	<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:
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<input type="checkbox"/> Other:											

<p><b><a href="#">Entry Event/Project Launch:</a></b> Introduction/back ground information to set the stage</p>	<p>English 2: Students will research and present a panel discussion on the relationship between humankind and the natural world.</p> <p>Digital Video Production 2: Students will utilize DVP skills to develop content for use in the panel discussion.</p> <p>Journalism 2: Students will create a Photo Essay depicting the relationship between human kind and the natural world.</p> <p>Digital Media/Multimedia Foundations 1: Students will create graphics to be used in a panel discussion.</p> <p>Foundations of Web Design: Students will create a 3 page html based website revolving around an exotic animal in its natural world. Students must incorporate elements of nature related to the animal.</p>
<p><b><a href="#">In-Depth Inquiry/Need to Know</a></b> Discuss how the project engages students; Develop student guidelines for each phase of project</p> <p><a href="#">Student Project Guidelines</a> <a href="#">Project Management</a> <a href="#">Log/Group</a> <a href="#">Project Work Log/Individual</a> <a href="#">Creativity/Innovation Rubric</a></p>	<p>See assignment sheets/rubrics on academy wiki space.</p> <ol style="list-style-type: none"> <li>1. Introduction and Team Planning: See integrated assignment sheet below.</li> <li>2. Initial Research Phase - Gathering Information: See integrated assignment sheet below.</li> <li>3. Creation and Development of Initial Artifacts, Product(s), and/or Prototype(s): See integrated assignment sheet below.</li> <li>4. Second Research Phase - Additional Information &amp; Revision: See integrated assignment sheet below.</li> <li>5. Final Presentation Development: See integrated assignment sheet below.</li> <li>6. Publication of Product or Artifacts: See integrated assignment sheet below.</li> </ol>

<p><b>Collaboration:</b> Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p>	<p><b>Teachers:</b></p> <p>English 2: Student focus will be on the essential question of “How are we intertwined with nature?” Follow Collections text and work with the CTE teachers to develop content for the panel discussion.</p> <p>Digital Video Production 2: Students will create content for their Panel Discussion about the Natural World. They may use any previously learned DVP skills and possibly acquire new skills if necessary. Videos will be used as evidence and examples in the panel presentation.</p> <p>Journalism 2: Students will create a photo essay depicting the relationship between humankind and nature. The photo essay must contain title,</p>
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<p><a href="#">Collaboration Rubric</a></p>	<p>captions, 7-12 images, with an introductory paragraph. The teacher will show students examples of photo essays. Photo essays may be used as an introduction to the panel discussions.</p> <p>Digital Media/Multimedia Foundations I: Students will create graphics to be used in a panel discussion about the Natural World for their English class. Graphics will be used in visual aids for the panel discussion.</p> <p>Foundations of Web Design: After students have created their video in Digital Video Production II, show them how to embed the movie, like many movies, into a HTML page. The videos will be used as evidence or examples in the panel presentation.</p> <p><b>Students:</b> Students will work together to create questions and answers to be used in the panel discussion. The moderator will lead the group in planning the introductory remarks and concluding remarks.</p>		
<p><b>Voice &amp; Choice:</b> Describe how students play a role in project design and implementation</p>	<p>Students have benchmarks that are to be met, but creativity, ingenuity, structure, and organization are up to the student. Students are able to design and implement their own creative genius into the required project parameters.</p>		
<p><b><a href="#">Instructional Technology:</a></b> Select and discuss the technology-based instructional options embedded in the project</p>	<input type="checkbox"/> <a href="#">Webquests</a>	<input type="checkbox"/> <a href="#">Course Management System</a>	<input checked="" type="checkbox"/> Presentation Hardware
<input type="checkbox"/> <a href="#">Blogs</a>	<input type="checkbox"/> Alternate Reality Games (ARGs)	<input type="checkbox"/> Simulation Software	<input type="checkbox"/> RSS Feeds
<input type="checkbox"/> <a href="#">Wikis</a>	<input type="checkbox"/> <a href="#">Social Network</a>	<input checked="" type="checkbox"/> Presentation Software	<input checked="" type="checkbox"/> Digital Video Tools <i>(Software or online)</i>
<input type="checkbox"/> <a href="#">Video Conferencing</a>	<input type="checkbox"/> <a href="#">Podcasts</a>	<input checked="" type="checkbox"/> Digital Photography Tools <i>(Software or online)</i>	<input type="checkbox"/> Other:
<p><b>Discussion:</b></p>			

<b>Public Audience:</b> Describe how business partners contribute to project learning.	
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<b>Assessments:</b>	<b>Formative Assessments</b> <i>(During Project)</i>	<input type="checkbox"/> Quizzes/Tests	<input checked="" type="checkbox"/> Practice Presentations
		<input type="checkbox"/> Journal/Learning Log	<input checked="" 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 type="checkbox"/> Other:
	<b>Summative Assessments</b> <i>(End of Project)</i>	<input type="checkbox"/> Written Product(s) w/ Rubric: _____	<input type="checkbox"/> Other Product(s) or Performance(s) w/ Rubric: _____
		<input checked="" type="checkbox"/> Oral Presentation w/ Rubric	<input checked="" 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:
<b>Reflection Methods:</b>	<input type="checkbox"/> Individual	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input type="checkbox"/> Group	<input checked="" type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion
	<input checked="" type="checkbox"/> Whole Class	<input type="checkbox"/> Survey	<input type="checkbox"/> Other:
<b>Revision &amp; Reflection:</b>		<input checked="" type="checkbox"/> Grades	<input type="checkbox"/> Written Comments

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"/> 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: The Natural World
Courses to integrate: English, Digital Video Production II, Journalism II, Digital Media/Multimedia Foundations I, Foundations of Web Design
Grade Level: 10
Timeline & Duration: 9 weeks

**Unit Summary:**  
Students will explore the relationship between man and nature while learning how to gather relevant information, organize the information in written and oral formats and present the information in a panel discussion.

### Overview of Activities/Lessons per Course

Course	English II	Digital Video Production II	Journalism II	Digital Media/Multimedia Foundations I	Foundations of Web Design
Activity/Lesson	Students will research and present a panel discussion on the relationship between humankind and the natural world.	Students will utilize DVP skills to develop content for use in the Panel Discussion.	Students will create a Photo Essay depicting the relationship between human kind and the natural world.	Students will create graphics to be used in a panel discussion.	Students will create a 3 page html based website revolving around an exotic animal in its natural world. Students must incorporate elements of nature related to the animal.

**Commented [OM1]:** Check subject topic of panel discussion. Subject could be about anything. Web teacher more concerned about student using codes.

### Lesson Instructions:

**Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):**



English II

## LAFS.910.SL.1.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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## LAFS.910.SL.1.3

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## LAFS.910.SL.2.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## LAFS.910.SL.2.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Digital Video Production II:

4.0 Demonstrate safe and efficient work practices.

5.0 Plan a production set.

6.0 Create appropriate lighting for location and/or set productions.

7.0 Operate a video camera.

8.0 Record, mix and edit audio resources.

10.0 Organize and edit video resources.

11.0 Generate a production schedule.

15.0 Develop a project proposal and script.

16.0 Shoot studio and/or location footage.

17.0 Design and generate graphic elements.

18.0 Plan, coordinate and manage a video or webcast production.

Journalism II

- 02.02.2 (LAFS.910.WHST.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.
- 02.02.3 (LAFS.910.WHST.2.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 05.02 (LA.D.2.4.3) Recognize production elements that contribute to the effectiveness of a specific medium.
- 07.03 (LA.E2.4.4) Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

#### Digital Media/Multimedia Foundations I

- 04.0 Demonstrate knowledge of presentation production issues
- 05.0 Demonstrate basic computer knowledge
- 06.0 Demonstrate proficiency in using illustration software
- 07.0 Demonstrate knowledge of digital still photography
- 08.0 Demonstrate knowledge of photo editing software

#### Foundations of Web Design

- 25.06 Create basic webpage structures using common markup elements and attributes.
- 25.07 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).
- 25.08 Incorporate link structures in a webpage (i.e., external, internal, email).
- 25.09 Research and incorporate web color usage principles in a webpage.
- 25.10 Troubleshoot markup language syntax, elements, and links.
- 37.04 Use animation software to enhance website designs.

#### **Rigor & Relevance (quadrant):**

##### English II

Quadrants A, B, C, D

##### Digital Video Production II

Quadrants C and D

##### Journalism II

Quadrants A and B

##### Digital Media/Multimedia Foundations I

Quadrants C and D

##### Foundations of Web Design

Quadrants C and D

**Instructions to Teacher:**English II

Students focus will be on the essential question of “How are we intertwined with nature?” Follow Collections text.

Digital Video Production II

Students will create content for their Panel Discussion about the Natural World. They may use any previously learned DVP skills and possibly acquire new skills if necessary.

Journalism II

Students will create a photo essay depicting the relationship between humankind and nature. The photo essay must contain title, captions, 7-12 images, with an introductory paragraph. The teacher will show students examples of photo essays.

Digital Media/Multimedia Foundations I

Students will create graphics to be used in a panel discussion about the Natural World for their English class.

Foundations of Web Design

After students have created their video in Digital Video Production II, show them how to embed the movie, like many movies, into a HTML page.

**Instructions to Students:**English II

Follow teacher instructions/assignment sheet(s).

Digital Video Production II

Follow teacher instructions/assignment sheet.

Journalism II

Follow teacher instructions/assignment sheet(s).

Digital Media/Multimedia Foundations I

Follow teacher instructions/assignment sheet(s).

Foundations of Web Design

Follow teacher instructions/assignment sheet(s).

**Instructions for Student Accommodations:**All Classes:

Students needing accommodations, can participate in a variety of options:  
Extra Time, written instructions, oral instructions, checklists, worksheets, project examples/samples, etc.

**Assessment for Activity:**

<p><u>English II</u> Performance Task Rubric: Panel Discussion</p> <p><u>Digital Video Production II</u> Rubric</p> <p><u>Journalism II</u> Rubric</p> <p><u>Digital Media/Multimedia Foundations I</u> Rubric</p> <p><u>Foundations of Web Design</u> Teacher Approval/rubric</p>
<p><b>Approximate Length of Time for Activity:</b></p> <p><u>English II</u> 9 weeks</p> <p><u>Digital Video Production II</u> 3 weeks</p> <p><u>Journalism II</u> 9 weeks</p> <p><u>Digital Media/Multimedia Foundations I</u> 9 weeks</p> <p><u>Foundations of Web Design</u> 9 weeks</p>
<p><b>Materials Needed:</b></p> <p><u>English II</u> Florida Collections textbook, pen, paper,</p> <p><u>Digital Video Production II</u> Video Cameras, Mac Computers, Editing Software, Script Sheets, TV Studio, Studio Lighting, Green Screen.</p> <p><u>Journalism II</u> Cameras or phone with camera</p> <p><u>Digital Media/Multimedia Foundations I</u> Computers, the Internet, Adobe Photoshop CC or higher, scanner, paper, pencils, digital drawing tablets, digital cameras with computer cables</p>

<p><u>Foundations of Web Design</u> Video; html page; computer; notepad</p>
<p><b>Resources Needed:</b></p> <p><u>English II</u> Computers with necessary software and internet access.</p> <p><u>Digital Video Production II</u> People, Actors, Locations, Internet, Digital Design Class, Adobe CC.</p> <p><u>Journalism II</u> Photo essay samples, Computer lab, Projector</p> <p><u>Digital Media/Multimedia Foundations I</u> Digital Art and Design web site for this project (<a href="http://digitalartanddesign.org/Photoshop_Portrait_Project.htm">http://digitalartanddesign.org/Photoshop_Portrait_Project.htm</a>).</p> <p><u>Foundations of Web Design</u> HTML reference sheet</p>
<p><b>Attachments:</b> See WikiSpace</p>