

PROJECT OVERVIEW			
Name of Project:	Ourselves and Others	Duration (hrs):	2nd Nine Weeks
CTE Course:	Digital Video Production 2, Journalism 2, Digital Media/Multimedia Foundations 1, Foundations of Web Design	Grade Level:	10
Academic Course:	English 2 Honors	School:	DeLand High School
Teachers:	Schaffer, Sniffen, Perri, Lowenstein, Oley		
Project Idea: Summary of the issue, challenge, investigation, scenario, or problem	Throughout this unit, students will explore how we interact with other people – family, enemies, neighbors, strangers, and those with whom we disagree.		
Driving Question: The question that both engages student attention and focuses their efforts	In what ways do we interact with other people? How does a personal narrative reflect emotion?		
Content and Skill Standards: Those taught and assessed in the project	<p><u>CTE Performance Standards</u> <u>Digital Video Production 2:</u> 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.</p> <p><u>Journalism 2:</u> 01.01.1 (LAFS.910.WHST.2.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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. 01.01.1 (LAFS.910.WHST.3.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 04.05 (LA.B.1.4.1) Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.</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.
 08.01 (AT.1.1.4.2) Create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

Digital Media/Multimedia Foundations 1:

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

04.10 Create a web site mock-up for client approval.
 05.01 Define common markup languages and their usage.
 06.01 Create basic webpage structures using common markup elements and attributes.
 06.02 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).
 06.03 Incorporate link structures in a webpage (i.e., external, internal, email).
 07.03 Incorporate graphics into a webpage design.
 07.04 Create and incorporate image maps in a webpage.
 07.05 Optimize images and graphics for use in a webpage.
 08.04 Create accessible tables using standard table elements and attributes.

Common Core Standards – Language Arts and/or Mathematics

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.

<u>21st Century Skills:</u> 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 checked="" 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 checked="" type="checkbox"/> Social/Cross-Cultural			

<u>Culminating Products & Performances:</u> Elaborate on products Discuss publication and presentation of projects	Products: Creativity & Innovation Rubric DMM 1: Graphics FOW: Website English 2: Panel Discussion Journalism 2: Personality Profile DVP 2: Biography Video		
	Publication/Presentation: Presentation Rubric	Group: Panel Discussion	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
	Individual: Graphics, Website, Personality Profile		

		<input type="checkbox"/> Other:
<p><u>Entry Event/Project Launch:</u> Introduction/background information to set the stage</p>	<p>English 2: Students will read various texts from different genres exploring how people relate to one another. They will utilize what they have learned to produce content (Video or interviewed content from DVP or Journalism -and- website or graphic from FOW or DMM) for the panel discussion Capstone project.</p> <p>DVP2: Students will create a "Biography," of an individual with whom they agree or disagree. The person must be real. They can be alive now or from history.</p> <p>Journalism 2: Students will interview people they meet focusing on personal stories.</p> <p>Digital Media/Multimedia Foundations 1: Students will create graphics to be used in the panel discussion Capstone project.</p> <p>Foundations of Web: Create a website to act as a visual aid supporting your argument to be used in Panel Discussion.</p>	
<p><u>In-Depth Inquiry/Need to Know</u> Discuss how the project engages students; Develop student guidelines for each phase of project</p>	<p>See Assignments Sheets/Rubrics on Academy Wiki Space</p>	
<p>Student Project Guidelines</p>	<p>1. Introduction and Team Planning: See Integrated Assignment Sheet Below</p>	
<p>Project Management</p>	<p>2. Initial Research Phase - Gathering Information: See Integrated Assignment Sheet Below</p>	
<p>Log/Group</p>	<p>3. Creation and Development of Initial Artifacts, Product(s), and/or Prototype(s): See Integrated Assignment Sheet Below</p>	
<p>Project Work Log/Individual</p>	<p>4. Second Research Phase - Additional Information & Revision: See Integrated Assignment Sheet Below</p>	
<p>Creativity/Innovation Rubric</p>	<p>5. Final Presentation Development: See Integrated Assignment Sheet Below</p>	
	<p>6. Publication of Product or Artifacts: See Integrated Assignment Sheet Below</p>	

<p>Collaboration: Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p> <p>Collaboration Rubric</p>	<p>Teachers:</p> <p><u>English 2</u> Students will focus on the essential questions of "In what ways do we interact with other people?" and "How does a personal narrative reflect emotion?" Follow Collections text.</p> <p><u>Digital Video Production 2</u> Discuss elements of a story. Emphasize that the story must be based on human experience and represent a snapshot of a "moment in time."</p> <p><u>Journalism 2</u> Students will complete an interview activity to create a personality profile.</p> <p><u>Digital Media/Multimedia Foundations 1</u> Students will create graphics to be used in the panel discussion Capstone project.</p> <p><u>Foundations of Web:</u> Students will create a website incorporating HTML codes and basics of web design to aid in their chosen Panel Discussion topic</p>
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	<p>Students:</p> <p><u>English 2</u> Follow teacher instructions/assignment sheet.</p> <p><u>Digital Video Production 2</u> Follow teacher instructions/assignment sheet.</p> <p><u>Journalism 2</u> Follow teacher instructions/assignment sheet.</p> <p><u>Digital Media/Multimedia Foundations 1</u> Follow teacher instructions/assignment sheet.</p> <p><u>Foundations of Web</u> Follow teacher instructions/assignment sheet.</p>		
<p>Voice & Choice: Describe how students play a role in project design and implementation</p>			
<p><u>Instructional Technology:</u> Select and discuss the technology-based instructional options embedded in the project</p>	<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 checked="" type="checkbox"/> Wikis	<input type="checkbox"/> Simulation Software	<input checked="" type="checkbox"/> Digital Video Tools <i>(Software or online)</i>
	<input type="checkbox"/> Social Network	<input checked="" type="checkbox"/> Presentation Software	<input checked="" type="checkbox"/> Digital Photography Tools <i>(Software or online)</i>
	<input type="checkbox"/> Video Conferencing	<input type="checkbox"/> Podcasts	<input type="checkbox"/> Other:
	<p>Discussion:</p>		

<p>Public Audience: Describe how business partners contribute to project learning.</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>
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<p>Assessments:</p>	<p>Formative Assessments <i>(During Project)</i></p>	<input type="checkbox"/> Quizzes/Tests	<input checked="" type="checkbox"/> Practice Presentations
	<input type="checkbox"/> Journal/Learning Log	<input checked="" type="checkbox"/> Notes	
	<input checked="" 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:	
	<p>Summative Assessments <i>(End of Project)</i></p>	<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 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:	
	<p>Reflection Methods:</p>	<input type="checkbox"/> Individual	<input type="checkbox"/> Journal/Learning Log
<input checked="" type="checkbox"/> Group	<input checked="" type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion	

	<input type="checkbox"/> Whole Class	<input type="checkbox"/> Survey	<input 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 type="checkbox"/> Written Comments
		<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: Ourselves and Others
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

<p>Unit Summary: Throughout this unit, students will explore how we interact with other people – family, enemies, neighbors, strangers, and those with whom we disagree.</p>
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Overview of Activities/Lessons per Course					
Course	English II	Digital Video Production II	Journalism II	Digital Media/Multimedia Foundations I	Foundations of Web
Activity/Lesson	<p>Students will read various texts from different genres exploring how people relate to one another. They will utilize what they have learned to produce content (Video or interviewed content from DVP or Journalism -and- website or graphic from FOW or DMM) for the panel discussion Capstone project.</p> <p>Essential Questions: In what ways do we interact with other people? How does a personal narrative reflect emotion?</p>	<p>Students will create a "Biography," of an individual with whom they agree or disagree. The person must be real. They can be alive now or from history.</p>	<p>Students will interview people they meet focusing on personal stories.</p>	<p>Students will create graphics to be used in the panel discussion Capstone project.</p>	<p>Create a website to act as a visual aid supporting your argument to be used in Panel Discussion.</p>

Lesson Instructions:

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

English II

LAFS.910.SL.1.1

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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.

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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.

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:

- 01.01.1 (LAFS.910.WHST.2.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 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.
- 01.01.1 (LAFS.910.WHST.3.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 04.05 (LA.B.1.4.1) Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- 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.
- 08.01 (AT.1.1.4.2) Create a collaborative and comprehensive plan which addresses specific events, products, or projects either personally or for the work place.

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

- 04.10 Create a web site mock-up for client approval.

- 05.01 Define common markup languages and their usage.
- 06.01 Create basic webpage structures using common markup elements and attributes.
- 06.02 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).
- 06.03 Incorporate link structures in a webpage (i.e., external, internal, email).
- 07.03 Incorporate graphics into a webpage design.
- 07.04 Create and incorporate image maps in a webpage.
- 07.05 Optimize images and graphics for use in a webpage.
- 08.04 Create accessible tables using standard table elements and attributes.

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

Quadrants C and D

Instructions to Teacher:

English II

Students will focus on the essential questions of “In what ways do we interact with other people?” and “How does a personal narrative reflect emotion?” Follow Collections text.

Digital Video Production II

Discuss elements of a story. Emphasize that the story must be based on human experience and represent a snapshot of a “moment in time.”

Journalism II

Students will complete an interview activity to create a personality profile.

Digital Media/Multimedia Foundations I

Students will create graphics to be used in the panel discussion Capstone project.

<p><u>Foundations of Web:</u> Students will create a website incorporating HTML codes and basics of web design to aid in their chosen Panel Discussion topic</p>
<p>Instructions to Students:</p> <p><u>English II</u> Follow teacher instructions/assignment sheet.</p> <p><u>Digital Video Production II</u> Follow teacher instructions/assignment sheet.</p> <p><u>Journalism II</u> Follow teacher instructions/assignment sheet.</p> <p><u>Digital Media/Multimedia Foundations I</u> Follow teacher instructions/assignment sheet.</p> <p><u>Foundations of Web</u> Follow teacher instructions/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 II</u> Rubric for Panel Discussion</p> <p><u>Digital Video Production II</u> Standard Project Rubrics</p> <p><u>Journalism II</u> Teacher approval</p> <p><u>Digital Media/Multimedia Foundations I</u> Rubric</p> <p><u>Foundations of Web</u> Rubric</p>
<p>Approximate Length of Time for Activity:</p> <p><u>English II</u></p>

9 weeks

Digital Video Production II

3 weeks

Journalism II

9 weeks

Digital Media/Multimedia Foundations

1 to 2 weeks

Foundations of Web

9 weeks

Materials Needed:

English II

Florida Collections Textbook, paper, pencils, computer lab

Digital Video Production II

Video Cameras, Mac Computers, Editing Software, Student's own cellphones.

Journalism II

Notebook, pen, pencil, computer lab, InDesign software

Digital Media/Multimedia Foundations I

Computers, Internet connection, Microsoft PowerPoint, pencils, paper, scanner, classroom data projector

Foundations of Web

Computers, internet connection, Notepad, HTML Reference sheet

Resources Needed:

English II

Teacher, texts, examples of

Digital Video Production II

People, Actors, Locations

Journalism II

Interviewees

Digital Media/Multimedia Foundations I

Digital Content (photos, etc.)

Foundations of Web

Attachments:

See WikiSpace