

PROJECT OVERVIEW			
Name of Project:	Absolute Power	Duration (hrs):	3rd Nine weeks
CTE Course:	Digital Video Production 2, Foundations of Web Design	Grade Level:	10
Academic Course:	English 2 Honors	School:	DeLand High School
Teachers:	Schaffer, Lowenstein, Oley		
Project Idea: Summary of the issue, challenge, investigation, scenario, or problem	Students will read about man's eternal quest for power in a drama, poems, short stories and articles. Throughout the unit, students will learn to synthesize texts to complete a literary analysis essay.		
Driving Question: The question that both engages student attention and focuses their efforts	Read the texts in the collection and then write an analytical essay explaining how one aspect of Macbeth's character represents a universal human trait. Essential Questions: How does human ambition demonstrate man's eternal quest for power? How do writers synthesize text for literal analysis?		
Content and Skill Standards: Those taught and assessed in the project	<p>CTE Performance Standards</p> <p><u>Digital Video Production 2:</u></p> <p>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>Foundations of Web Design</u></p> <p>25.01 Define information architecture. 25.02 Discuss the importance of information architecture to web design and development. 25.03 Conduct a client interview to determine the business purpose and needs. 25.04 Conduct a competitive analysis. 25.05 Identify stages in the web design process and describe the activities comprising each stage.</p>		

- 25.06 Define the site structure by creating a content map, storyboard, and associated wireframes.
- 25.07 Create a global site map.
- 25.08 Discuss the legal and ethical issues related to web design.
- 25.09 Describe accessibility and its implications on web design.
- 25.10 Create a web site mock-up for client approval.
- 27.01 Create basic webpage structures using common markup elements and attributes.
- 27.02 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).
- 27.03 Incorporate link structures in a webpage (i.e., external, internal, email).
- 27.04 Research and incorporate web color usage principles in a webpage.
- 27.05 Troubleshoot markup language syntax, elements, and links.
- 28.03 Incorporate graphics into a webpage design.
- 28.04 Create and incorporate image maps in a webpage.
- 28.05 Optimize images and graphics for use in a webpage.
- 31.01 Explore frame and iframe structures and support issues.
- 32.02 Describe appropriate uses of iframes.
- 33.03 Incorporate frame structure in a webpage.
- 36.01 Use GUI (Graphical User Interface) web authoring software to create a multi-page informational website.
- 36.02 Use image-editing software to enhance website designs with simple graphics.
- 36.03 Use animation software to enhance website designs.
- 36.04 Enhance the website using client-side technologies (rollovers, check plug-ins, pop-up windows).
- 36.05 Demonstrate efficient, consistent web site development practice (use of templates, snippets, etc).

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

- LAFS.9-10.RL.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.9-10.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.9-10.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- LAFS.9-10.RL.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.9-10.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.9-10.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.9-10.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.9-10.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.
- LASF.9-10.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LASF.9-10.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<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	Digital Video Production: Students will create an "If I ruled the world" video related to the "Absolute Power" unit in English 2. Foundations of Web: Students will design a website focused around Absolute Power and their studies in English 2.	
	Publication/Presentation: Presentation Rubric	<i>Group:</i> Students present DVP videos and FOW websites in small group class settings. Students may be asked to incorporate videos and/or website in English 2 Honors.	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>	
<u>Entry Event/Project Launch:</u> Introduction/background information to set the stage	English 2 Read the texts in the collection and then write an analytical essay explaining how one aspect of Macbeth's character represents a universal human trait. DVP 2 Students will create an "If I ruled the world" video related to the "Absolute Power" unit in English II. FOW Students will design a website focused around Absolute Power and their studies in English II.		

<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><u>Student Project Guidelines</u> <u>Project Management Log/Group Project Work Log/Individual Creativity/Innovation Rubric</u></p>	See assignment sheets/rubrics on academy Wikispace.
	1. Introduction and Team Planning: See integrated assignment sheet below.
	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.

<p>Collaboration: Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p> <p><u>Collaboration Rubric</u></p>	<p>Teachers: <u>English 2</u> Follow Collections</p> <p><u>Digital Video Production 2</u> Students will create a video telling “how they would rule the world” utilizing all their creative and technical skills. Reality and practicality are not/should not be obstacles!</p> <p><u>Foundations of Web Design</u> Students will create a multi-page website incorporating skills from entire course. The website will act as a final project and review for end of course exam.</p>
	<p>Students: <u>English 2</u> Follow teacher instructions/assignment sheet(s).</p> <p><u>Digital Video Production 2</u> Follow teacher instructions/assignment sheet(s).</p> <p><u>Foundations of Web Design</u> Follow teacher instructions/assignment sheet(s).</p>

Voice & Choice: Describe how students play a role in project design and implementation	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.		
<u>Instructional Technology:</u> Select and discuss the technology-based instructional options embedded in the project	<input type="checkbox"/> Webquests	<input type="checkbox"/> Course Management System	<input checked="" 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 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:
	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 partners' contribution.		

Assessments:	Formative Assessments <i>(During Project)</i>	<input type="checkbox"/> Quizzes/Tests	<input 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 type="checkbox"/> Rough Drafts	<input type="checkbox"/> Concept Maps
		<input type="checkbox"/> Online Tests/Exams	<input checked="" type="checkbox"/> Other: Status checks
	Summative Assessments <i>(End of Project)</i>	<input type="checkbox"/> Written Product(s) w/ Rubric: _____	<input checked="" type="checkbox"/> Other Product(s) or Performance(s) w/ Rubric: _____ Videos & Website

		<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 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 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 type="checkbox"/> Grades	<input checked="" 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: Absolute Power
Courses to integrate: English, Digital Video Production II, Foundations of Web Design
Grade Level: 10
Timeline & Duration: 9 weeks

Unit Summary: Students will read about man's eternal quest for power in a drama, poems, short stories and articles. Throughout the unit, students will learn to synthesize texts to complete a literary analysis essay.

Overview of Activities/Lessons per Course			
Course	English II	Digital Video Production II	Foundations of Web Design
Activity/Lesson	Read the texts in the collection and then write an analytical essay explaining how one aspect of Macbeth's character represents a universal human trait. Essential Questions: How does human ambition demonstrate man's eternal quest for power? How do writers synthesize text for literal analysis?	Students will create an "If I ruled the world" video related to the "Absolute Power" unit in English II.	Students will design a website focused around Absolute Power and their studies in English II.

Lesson Instructions:

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

English II

LAFS.9-10.RL.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.9-10.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.9-10.RL.1.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.9-10.RL.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.9-10.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.9-10.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.9-10.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.9-10.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.

LASF.9-10.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LASF.9-10.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Foundations of Web Design

25.11 Define information architecture.

25.12 Discuss the importance of information architecture to web design and development.

25.13 Conduct a client interview to determine the business purpose and needs.

25.14 Conduct a competitive analysis.

25.15 Identify stages in the web design process and describe the activities comprising each stage.

25.16 Define the site structure by creating a content map, storyboard, and associated wireframes.

25.17 Create a global site map.

25.18 Discuss the legal and ethical issues related to web design.

25.19 Describe accessibility and its implications on web design.

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

27.06 Create basic webpage structures using common markup elements and attributes.

27.07 Incorporate list structures in a webpage (i.e., ordered, unordered, definition, nested).

27.08 Incorporate link structures in a webpage (i.e., external, internal, email).

27.09 Research and incorporate web color usage principles in a webpage.

- 27.10 Troubleshoot markup language syntax, elements, and links.
- 28.06 Incorporate graphics into a webpage design.
- 28.07 Create and incorporate image maps in a webpage.
- 28.08 Optimize images and graphics for use in a webpage.
- 31.02 Explore frame and iframe structures and support issues.
- 32.03 Describe appropriate uses of iframes.
- 33.04 Incorporate frame structure in a webpage.
- 36.06 Use GUI (Graphical User Interface) web authoring software to create a multi-page informational website.
- 36.07 Use image-editing software to enhance website designs with simple graphics.
- 36.08 Use animation software to enhance website designs.
- 36.09 Enhance the website using client-side technologies (rollovers, check plug-ins, pop-up windows).
- 36.10 Demonstrate efficient, consistent web site development practice (use of templates, snippets, etc).

Rigor & Relevance (quadrant):

English II

Quadrants A, B, C, D

Digital Video Production II

Quadrants C and D

Foundations of Web Design

Quadrants C and D

Instructions to Teacher:

English II

Follow Collections

Digital Video Production II

Students will create a video telling “how they would rule the world” utilizing all their creative and technical skills. Reality and practicality are not/should not be obstacles!

Foundations of Web Design

Students will create a multi-page website incorporating skills from entire course. The website will act as a final project and review for end of course exam.

Instructions to Students:

English II

Follow teacher instructions/assignment sheet(s).

Digital Video Production II

Follow teacher instructions/assignment sheet(s).

<p><u>Foundations of Web Design</u> Follow teacher instructions/assignment sheet(s).</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> Performance Task: Analytical Essay Rubric</p> <p><u>Digital Video Production II</u> Rubric</p> <p><u>Foundations of Web Design</u> Rubric</p>
<p>Approximate Length of Time for Activity:</p> <p><u>English II</u> 9 weeks</p> <p><u>Digital Video Production II</u> 3 Weeks</p> <p><u>Foundations of Web Design</u> 9 weeks</p>
<p>Materials Needed:</p> <p><u>English II</u> Pen, paper, Florida Collections textbook</p> <p><u>Digital Video Production II</u> Video Cameras, Mac Computers, Editing Software, Script Sheets, TV Studio, Studio Lighting, Green Screen Testing iPad editing</p> <p><u>Foundations of Web Design</u> Adobe Dreamweaver, assignments sheet, computer, and resources from English II</p>
<p>Resources Needed:</p>

English II

Florida Collections textbook, media center books and computer lab, internet access, word processing program, Purdue Owl website

Digital Video Production II

People, Actors, Locations, Internet, Digital Design Class, Photoshop

Foundations of Web Design

MacBeth, various websites for research

Attachments:

See WikiSpace