



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

**Video**  
**Editing & Presentation**  
**Grade 6**

**Prepared by:**  
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*Superintendent of Schools:*  
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## **Introduction to Video Production & Presentation Overview**

### **Course Description:**

Intro to Video Production and Presentation is a beginner course that is designed to teach students basic video editing and presentation skills. The course will use WeVideo to create individual and group videos, focusing on adding transitions, graphics, and music to enhance their presentations. Video products will be created in various styles, including narrative, informational, and persuasive. Students will develop skills in planning, organization, script writing, interpersonal communication, team building, and media literacy. Students will also develop writing and public speaking skills through interviews, advertisements, public service announcements, and news reports. This course will allow students to express themselves in a new and exciting way while promoting communication in the classroom.

### **Suggested Course Sequence:**

- UNIT 1: Introducing the Basics – 5 days
  - UNIT 2: Pre-Production (ongoing)
  - UNIT 3: Production (ongoing)
  - UNIT 4: Post-Production (ongoing)
- \*5 projects throughout course = 35 days including all 3 stages of production

Unit 1 Overview	
<b>Content Area:</b> Introduction to Video Production & Presentation	
<b>Unit Title:</b> Introducing the Basics	
<b>Grade Level:</b> 6	
<b>Unit Summary:</b> Basic video production concepts will be taught, ensuring students become familiar with the production process and available equipment. Students will learn basic camera shots, angles, and movement.	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>21<sup>st</sup> Century Life and Career</b>	
NJSLS.9.3.12. AR.AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
NJSLS.9.3.12. AR.AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
NJSLS.9.3.12. AR.AV.3	Demonstrate technical support skills for audio, video and/or film productions.
<b>Career Ready Practices</b>	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP5	Consider the environmental, social and economic impacts of decisions
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9	Model integrity, ethical leadership and effective management
CRP11	Use technology to enhance productivity
CRP12	Work productively in teams while using cultural global competence
<b>Educational Technology Standards</b>	
8.1.8.F.1	Plan and manage activities to develop a solution or complete a project.
8.1.8.E.1	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
<b>Interdisciplinary Connections:</b>	
NJSLSA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL.6. 5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<div> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What are the three production phases?</li> <li>Who are the people that make up a news broadcasting department?</li> <li>How do you use each piece of equipment during production?</li> <li>What functions of a camera are adjusted for every shot?</li> <li>How can camera techniques influence the audience?</li> <li>How does lighting affect the composition of a shot?</li> <li>Why is the rule of thirds important during filming?</li> <li>What graphics and/or images can you include in demonstrations to clarify new understandings?</li> </ul> </div> <div> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students can identify the three production phases and their roles.</li> <li>Students will understand and identify what basic camera shots look like and when/why it would be used in various videos.</li> <li>The physical placement of a camera will change the perspective of both the subject and the audience.</li> <li>By understanding how to use a video camera, each student will be able to make their future video projects more meaningful and professional.</li> <li>The composition of a shot should be based on the rule of thirds.</li> </ul> </div>	
<b>Unit Learning Targets/Objectives:</b>	



*Students will...*

- identify various camera parts, shots, and angles.
- demonstrate knowledge of camera shots by creating a demonstration video.
- construct a shot using all three vertical and horizontal lines as a point of focus or interest.

### Evidence of Learning

#### Formative Assessments:

Quizzes, Discussion, Class work, Presentations, Teacher Input

#### Summative/Benchmark Assessment:

Ongoing observations of evidence of student learning; Class participation; Class activities, such as small group discussions, oral presentations, and debates

#### Alternate Assessments:

Electronic portfolio, Creative projects, Video completion

#### Resources/Materials (copy hyperlinks for digital resources):

Chromebooks, Smartboard, Camera equipment, Teacher made worksheets, WeVideo  
(<https://www.wevideo.com/hub#projects> )

#### Modifications:

- Special Education Students: Allow errors; Rephrase questions, directions, and explanations; Allow extended time to answer questions; Follow IEP accommodations and modifications
- English Language Learners: Assign a buddy; Rephrase questions, directions, and explanations; Use translator program; Allow errors in speaking; Allow extended time to answer questions
- At-Risk Students: Provide extended time to complete tasks; Follow I&RS action plans
- Gifted and Talented Students: Challenging topic choice; Expert helper for struggling students; Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objectives	Timeframe
Video Production 101	Students will learn class rules and policies as well as the safety guidelines of equipment use. They will learn basic video production terminology.	1 day
Basic Equipment Operation	Students will learn how to operate cameras, tripods, and microphones.	1 day
Basic Shot Composition	Students will learn to identify and implement a variety of camera shots, perspectives, and movements for video production.	3 days

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> <li>• Small group/large group instruction</li> <li>• Individual instruction</li> <li>• Smart Board presentations/demonstrations</li> <li>• Videos</li> <li>• Printed handouts</li> <li>• Teacher led discussion</li> <li>• Lecture</li> <li>• Print &amp; digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Printed handouts</li> <li>• Email communication</li> <li>• Google Classroom</li> <li>• Google Drive documents</li> <li>• Teacher created worksheets, tests, quizzes</li> <li>• Teacher goals/needs</li> <li>• Student goals/needs</li> <li>• Intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• WeVideo (web)</li> <li>• Camera Equipment</li> <li>• Nearpod (web)</li> <li>• Paper documents and forms</li> <li>• Google Classroom (web)</li> <li>• Email (web)</li> <li>• Print &amp; digital resources</li> </ul>

## Unit 2 Overview

**Content Area:** Introduction to Video Production & Presentation

**Unit Title:** Pre-Production

**Grade Level:** 6

### Unit Summary:

Students will learn the importance of creating a storyboard as the first step in preproduction of video creation. The storyboard is used to organize thoughts, scripts, shots, and locations of a video. It is an organizational tool to speed up filming of a project. Organization and collaboration are the keys of successful videos. During pre-production, students will create storyboards which will include all planned shots, dialogue, and props.

## Learning Targets

### Standards (Content and Technology):

CPI#:	Statement:
<b>21<sup>st</sup> Century Life and Career</b>	
NJSLS.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
NJSLS.9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
NJSLS.9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

### Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

### Educational Technology Standards

8.1.P.B.1	Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.
8.1.8.F.1	Plan and manage activities to develop a solution or complete a project.

### Interdisciplinary Connections

NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Unit Essential Question(s):

- What type of writing is used in broadcasting?
- How does conflict shape a story?
- How can images tell a story?
- What message do you want to communicate?
- How will you communicate your message while working

### Unit Enduring Understandings:

- Storyboards are visual guides that display key scenes of a longer story.
- Planning is the key to video production.
- Video is a collaborative process.
- Collaborating in groups to tell a story allows for



with other classmates? • Why is a storyboard important to have while filming?	diverse perspectives.
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### Unit Learning Targets/Objectives:

*Students will...*

- Identify important visual elements in a storyboard.
- Create a storyboard that accurately reflects a film that will be produced.
- Compose dialogue that will coordinate with key frames that are essential to the comprehension of the story's plot line.
- Organize and plan a written script for a video.
- Evaluate which scenes are essential to the story and what footage can be eliminated from the final cut.

### Evidence of Learning

#### Formative Assessments:

Completion of storyboard, Observations, Questioning

#### Summative/Benchmark Assessment:

Ongoing observations of evidence of student learning ; Class participation; Class activities, such as small group discussions, oral presentations, and debates

#### Alternate Assessments:

Electronic portfolio, Creative projects, Video completion

#### Resources/Materials (copy hyperlinks for digital resources):

Chromebooks, Smartboard, Camera equipment, Teacher made worksheets, WeVideo

#### Modifications:

- Special Education Students: Allow errors; Rephrase questions, directions, and explanations; Allow extended time to answer questions; Follow IEP accommodations and modifications
- At-Risk Students: Provide extended time to complete tasks; Follow I&RS action plans
- English Language Learners: Assign a buddy; Rephrase questions, directions, and explanations; Use translator program; Allow errors in speaking; Allow extended time to answer questions
- Gifted and Talented Students: Challenging topic choice; Expert helper for struggling students; Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objectives	Timeframe
Structure of a Story	Students will review Freytag's Pyramid and learn all elements of a story that should be included in their video.	1 day
Multiple Authors	Students will work collaboratively in groups and learn how to equally contribute to a storyboard and/or script.	1 day
Drawing for Meaning & Composing a Storyboard	Students will learn to communicate using words and images in order to plan out their videos.	2 days
Writing a Script	Students will write their scripts for their video including dialogue, props, narrations, etc.	2 days

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> <li>• Small group/large group instruction</li> <li>• Individual instruction</li> <li>• Smart Board presentations/demonstrations</li> <li>• Videos</li> <li>• Printed handouts</li> <li>• Teacher led discussion</li> <li>• Student led discussion</li> <li>• Oral storytelling</li> <li>• Read alouds from books/text</li> <li>• Lecture</li> <li>• Print &amp; digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Printed handouts</li> <li>• Google Accounts</li> <li>• Email communication</li> <li>• Google Classroom</li> <li>• Google Drive documents</li> <li>• Teacher created worksheets, tests, quizzes</li> <li>• Google sheets data collection</li> <li>• Posters</li> <li>• Written assignments</li> <li>• Teacher goals/needs</li> <li>• Student goals/needs</li> <li>• Intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Paper documents and forms</li> <li>• Google Classroom (web)</li> <li>• Email (web)</li> <li>• Newsela (web)</li> <li>• Print &amp; digital resources</li> </ul>
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Unit 3 Overview			
<b>Content Area:</b> Introduction to Video Production & Presentation			
<b>Unit Title:</b> Production			
<b>Grade Level:</b> 6			
<b>Unit Summary:</b> Using their storyboard as a blueprint, students will shoot their video. Students will learn about fundamental elements of video production; establishing shots, coverage, and cutaways; proper focus; depth of field; use of tripod; audio level; and lighting for green screen. There will be a strong emphasis on cooperation and collaboration.			
Learning Targets			
<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>21<sup>st</sup> Century Life and Career</b>			
NJSLS.9.3.12. AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.		
NJSLS.8.2.8.C .1	Explain how different teams/groups can contribute to the overall design of a product.		
NJSLS.9.3.12. AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).		
NJSLS.9.3.12. AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.		
<b>Career Ready Practices</b>			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP5	Consider the environmental, social and economic impacts of decisions.		
CRP6	Demonstrate creativity and innovation.		
CRP7	Employ valid and reliable research strategies.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP10	Plan education and career paths aligned to personal goals.		
CRP11	Use technology to enhance productivity.		
CRP12	Work productively in teams while using cultural global competence.		
<b>Educational Technology Standards</b>			
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.		
<b>Interdisciplinary Connections</b>			
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.		
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
NJSLSA.SL6. 4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).		
NJSLS.6.3.4.A .3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.		
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"><li>• What is the most effective way to shoot to tell your story?</li><li>• How will you communicate your message?</li><li>• How does a group collaborate during the production process?</li></ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Video is a collaborative process.</li><li>• Learn to communicate with images.</li><li>• Members must have an understanding of how their performances will affect the performances of others.</li><li>• Each crew member must know the basic functions of</li></ul>	



<ul style="list-style-type: none"> <li>• How can one crew position affect another person?</li> <li>• How does the type of program dictate how equipment will be used?</li> <li>• What are considered basic functions on a piece of equipment?</li> </ul>	<p>the equipment they are using for a successful production.</p> <ul style="list-style-type: none"> <li>• Different types of programs will require varied skill levels on a piece of equipment.</li> </ul>
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### Unit Learning Targets/Objectives:

*Students will...*

- Follow their plan and adjust when necessary.
- Construct and execute a program that is visually interesting.
- Produce a video production in a variety of genres.
- Learn to listen to ideas different from their own while collaborating with peers.

### Evidence of Learning

#### Formative Assessments:

Observations, Questioning, Discussion, Self-Assessment, Peer-Assessment

#### Summative/Benchmark Assessment:

Ongoing observations of evidence of student learning ; Class participation; Class activities, such as small group discussions and oral presentations

- Shooting all planned shots necessary to complete the production
- Understanding that you must shoot to meet your editing needs

#### Alternate Assessments:

Electronic portfolio, Creative projects, Video completion

#### Resources/Materials (copy hyperlinks for digital resources):

Chromebooks, Smartboard, Camera equipment, Storyboards, Microphones, Lights

#### Modifications:

- Special Education Students: Allow errors; Rephrase questions, directions, and explanations; Allow extended time to answer questions; Follow IEP accommodations and modifications
- English Language Learners: Assign a buddy; Rephrase questions, directions, and explanations; Use translator program; Allow errors in speaking; Allow extended time to answer questions
- At-Risk Students: Provide extended time to complete tasks; Follow I&RS action plans
- Gifted and Talented Students: Challenging topic choice; Expert helper for struggling students; Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objectives	Timeframe
Personal Narrative	Students will create a video about themselves, a significant event in their lives, or a recent vacation memory they would like to share.	2-3 days (for filming)
Book Trailer/Teach a Lesson	Students will work collaboratively to create a video of their choosing: about a book they recently read or a lesson they recently learned.	2-3 days (for filming)
Advertisement	Students will create a video advertisement (30 second commercial).	2-3 days (for filming)
News Report	Students will conduct interviews and create a 1-2 minute news report about a recent local news story.	2-3 days (for filming)
Public Service Announcement	Students will create a PSA, a short message in the public	2-3 days (for filming)

	interest with the objective of raising awareness towards a social issue.	
Highland News	Students will create a weekly Highland News Report including school-wide announcements, birthdays, weather, etc.	1 filming session per week

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> <li>• Small group/large group instruction</li> <li>• Individual instruction</li> <li>• Smart Board presentations/demonstrations</li> <li>• Videos</li> <li>• Teacher led discussion</li> <li>• Student led discussion</li> <li>• Oral storytelling</li> <li>• Lecture</li> <li>• Print &amp; digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Printed handouts</li> <li>• Google Accounts</li> <li>• Email communication</li> <li>• Google Classroom</li> <li>• Google Drive documents</li> <li>• Teacher created worksheets, tests, quizzes</li> <li>• Teacher goals/needs</li> <li>• Student goals/needs</li> <li>• Intrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>• WeVideo (web)</li> <li>• Camera Equipment</li> <li>• Paper documents and forms</li> <li>• Google Classroom (web)</li> <li>• Email (web)</li> <li>• Print &amp; digital resources</li> </ul>



Unit 4 Overview			
<b>Content Area:</b> Introduction to Video Production & Presentation			
<b>Unit Title:</b> Post-Production			
<b>Grade Level:</b> 6			
<b>Unit Summary:</b> Students will edit using WeVideo on their Chromebooks. They will learn how to build a timeline and to make basic edits. Students will also learn to set basic audio levels and incorporate music and sound effects into their videos. They will learn how the editing process is an important part of storytelling. It is during post-production that students will realize the impact of the decisions they made during pre-production and production.			
Learning Targets			
<b>Standards (Content and Technology):</b>			
<b>CPI#:</b>	<b>Statement:</b>		
<b>21<sup>st</sup> Century Life and Career</b>			
NJSLS.9.3.12. AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.		
NJSLS.9.3.12. AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).		
NJSLS.9.3.12. AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.		
<b>Career Ready Practices</b>			
CRP1	Act as a responsible and contributing citizen and employee.		
CRP2	Apply appropriate academic and technical skills.		
CRP4	Communicate clearly and effectively and with reason.		
CRP6	Demonstrate creativity and innovation.		
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP11	Use technology to enhance productivity.		
CRP12	Work productively in teams while using cultural global competence.		
<b>Educational Technology Standards</b>			
8.1.8.C.1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		
8.1.8.D.1	Advocate and practice safe, legal, and responsible use of information and technology.		
<b>Interdisciplinary Connections</b>			
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
<table border="0"> <tr> <td style="vertical-align: top;"> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How can we use WeVideo to create a finished product?</li> <li>How can editing affect meaning?</li> <li>Are we telling the story we want to tell?</li> <li>Are we creating flow during the edit?</li> <li>Is the sound enhancing the production?</li> <li>Is the visual art and graphics enhancing the production?</li> </ul> </td><td style="vertical-align: top;"> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Use cuts on most edits.</li> <li>Video is a collaborative process.</li> <li>Editing is a key component in the story telling process.</li> <li>The relationship between visual and auditory elements is essential to meaning.</li> <li>The types of transitions between scenes affect the ability to convey time and tone.</li> </ul> </td></tr> </table>		<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How can we use WeVideo to create a finished product?</li> <li>How can editing affect meaning?</li> <li>Are we telling the story we want to tell?</li> <li>Are we creating flow during the edit?</li> <li>Is the sound enhancing the production?</li> <li>Is the visual art and graphics enhancing the production?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Use cuts on most edits.</li> <li>Video is a collaborative process.</li> <li>Editing is a key component in the story telling process.</li> <li>The relationship between visual and auditory elements is essential to meaning.</li> <li>The types of transitions between scenes affect the ability to convey time and tone.</li> </ul>
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<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Create a short film using WeVideo from footage shot on a digital camera.</li> <li>Create a library to upload files.</li> <li>Compose video and audio clips in a timeline.</li> <li>Distinguish between tracks for audio and video.</li> </ul>			

- Export video to finalize production.
- Follow their plan and adjust when necessary.

### Evidence of Learning

#### Formative Assessments:

Observations, Questioning, Discussion, Self-Assessment

#### Summative/Benchmark Assessment:

Students are expected to finish the project. They should have effectively communicated their intended message.

#### Alternate Assessments:

Electronic portfolio, Creative projects, Video completion

#### Resources/Materials (copy hyperlinks for digital resources):

Chromebooks, Smartboard, Storyboards, WeVideo

#### Modifications:

- Special Education Students: Allow errors; Rephrase questions, directions, and explanations; Allow extended time to answer questions; Follow IEP accommodations and modifications
- English Language Learners: Assign a buddy; Rephrase questions, directions, and explanations; Use translator program; Allow errors in speaking; Allow extended time to answer questions
- At-Risk Students: Provide extended time to complete tasks; Follow I&RS action plans
- Gifted and Talented Students: Challenging topic choice; Expert helper for struggling students; Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objectives	Timeframe
Transitions	Students will create a flow to their videos by adding proper transitions between footage.	1 day
Adding text overlays & graphics	Students will learn how to add appropriate text overlays and graphics to their videos during the editing process.	1 day
Adding music & voiceovers	Students will learn the importance of audio and how to enhance project with music and voiceover options.	1 day
Chroma Key	Students will learn how to replace a portion of an image with a new image. The importance of the color and lighting in chroma keying is discussed.	2 days
Screencast	Students will learn how to incorporate video from their computer screen into their final project.	1 day

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> <li>• Small group/large group instruction</li> <li>• Individual instruction</li> <li>• Smart Board presentations/demonstrations</li> <li>• Videos</li> <li>• Printed handouts</li> <li>• Teacher led discussion</li> <li>• Student led discussion</li> <li>• Oral storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Slideshows</li> <li>• Printed handouts</li> <li>• Google Accounts</li> <li>• Email communication</li> <li>• Google Classroom</li> <li>• Google Drive documents</li> <li>• Teacher created worksheets, tests, quizzes</li> <li>• Teacher goals/needs</li> <li>• Student goals/needs</li> </ul>	<ul style="list-style-type: none"> <li>• WeVideo (web)</li> <li>• Paper documents and forms</li> <li>• Google Classroom (web)</li> <li>• Email (web)</li> <li>• Print &amp; digital resources</li> </ul>



<ul style="list-style-type: none"><li>• Lecture</li><li>• Print &amp; digital resources</li></ul>	<ul style="list-style-type: none"><li>• Intrinsic motivation</li></ul>	
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