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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner (MS & HS Word Doc) | | | | |
| Name of Teacher: Warmuth | | | Grade Level: 10-12 | |
| Subject Area: Video Production | | | Cross Curricular Opportunities: HIstory / Social Studies | |
| Unit Title:Writing the Documentary Script & Storyboard | | | Estimated Duration of Unit: 2 weeks | |
| Overview of Unit: Students will developed a 3 minute documentary script and storyboard on a local subject of their choice | | | | |
| Forms of Text (non fiction/fiction): Non Fiction | | | Teaching Strategies: Demonstration; Lecture ; Brainstorming; Discussion Groups | |
| Catholic Identity Connections: We will discuss the moral responsibilities of the documentary crew | | | | |
| Assessment (authentic/published - summative/formative): | | | | |
| **Standards Addressed** | | | | |
| Standard Number | Standards | | | |
| ISTE #2 | Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. | | | |
| ISTE #3 | Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. | | | |
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| Description of Activity | | | Resources | Date of Completion |
| View a well regarded documentary on a well known topic and discuss the key points following 20 minute segments. We discuss the segments based upon the monograph by Trisha Das.  Student will discuss the “top”, “heart”, “root” and “branches” of a documentary story. | | | Johnstown Flood 1889 - American Experience film / How To Write a Documentary Script - a Monograph by Trisha Das (Source - Unesco) | Days 1-2 |
| View a well regarded documentary on a well known topic and discuss key points following 20 minute segments and continue to use the monograph by Das. | | | Johnstown Flood 1889 - American Experience film | Days 3 |
| Break into groups of 3 students and brainstorm ideas from a list of local interest topics that have been provided.  (Note: I provide a list of topics based upon available photos, print resources and people to interview)  Students are also guided to the local library sites for digital archives -- this is given as a homework assignment . | | | List of local topics of historical nature. List is teacher generated and based upon available resources | Day 4 |
| Students will have their list of items from the online archives and when we visit the library, they are able to acquire copies of photographs, documents and old newspaper copies. | | | Local LIbrary Archives | Days 5-7 |
| In class they will develop the script (based upon 135 words per minute). | | | Script format worksheets | Days 8-9 |
| Enter the script into a provided storyboard board and identify the visuals that would be used. | | | Storyboard form | Days 10-11 |
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| Differentiated Instruction Opportunities/Overview: THe groups are assigned so that tasks are distributed and research / writing is not placed upon a student who might be challenged in that area. | | | | |
| Cross Curricular Opportunities: With the history / social studies department | | | | |
| Standard Number | Standard Description | | Resources | Date |
|  | History & Literacy | Evaluate how historical events are shaped by unique circumstances of time and place | WV Next Gen - Social Studies | Days 1-11 |
|  | History & Literacy | Analyze the relationship between historical sources & secondary interpretations of them | WV Next Gen - Social Studies |  |
|  | History & Literacy | Write informative / explanatory texts, including the narrative of historical events. | WV Next Gen - Social Studies |  |
| **Checklist** | | | | |
| Writing | | | | |
| x | Paragraph | | | |
| x | Essay (narratives, fairy tales, realistic fiction) | | | |
| x | Summary | | | |
| x | Research | | | |
| x | Detailed answers (text supported) | | | |
| x | Notes (note taking skills, outlines) | | | |
| x | Complete sentences | | | |
| Reading | | | | |
| x | Informational text | | | |
|  | Lexile | | | |
| x | Complex literature |  |  |  |
| x | Speaking | | | |
| x | Listening | | | |
| x | Varied strategies and instructional methods | | | |
| x | Critical thinking in whole class discussion | | | |
|  | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
|  | Smartboard | | | |
| x | Computers | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| x | Used multiple resources | | | |
| x | Domain Vocabulary | | | |
| x | Cross-Curricular | | | |
|  | Collaborative engagement (meaningful feedback) | | | |
| x | Higher level learning and teaching | | | |
| Assessment | | | | |
| x | Project based | | | |
|  | Writing prompt | | | |
|  | Portfolio | | | |
|  | Observation | | | |
|  | Quiz | | | |
| x | Technology based | | | |
|  | Test | | | |
|  | Student created test | | | |
| x | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
|  | Summary | | | |
|  | Oral questioning | | | |
|  | Analogy | | | |
| x | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
| x | Various activities | | | |
| x | Inquiry, research and evidence | | | |
| x | Evidence of time management and planning | | | |
|  | Problem solving strategies | | | |
| Summary of Unit: | | | | |
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