

Unit Title: Creating Videos

Grade Level: 7-8

Subject Area: Media & Technology

Duration/Length/Number of class periods: 10 Class Periods

Description: Students will work individually to create a video (2-minute minimum) promoting a favorite non-screen activity that their classmates might find enjoyable to do at home.

Established Goals (National, State, Local):

ITEM Strand 1- Inquire/Design: Students will develop strategies and/or design processes to find information/solutions relevant to their question or personal need.

*1.1: Formulate questions about a personal interest or curricular topic. (AASL I.A1)

*1.3: Deliver and implement a plan to fill knowledge gaps. (AASL I.B2)

*1.4: Interact with content presented by others. (AASL I.C1)

*1.5: Use reflection to guide informed decisions. (AASL I.D4)

*1.6: Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems. (ISTE 4A)

ITEM Strand 3- Collaborate, Communicate, and Create: Students will participate effectively in groups to pursue and generate information.

*3.3: Recognize learning as a social responsibility. (AASL III.D2)

ITEM Strand 6- Engage as Digital Citizens: Students will demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice.

*6.1: Responsibly apply information, technology, and media to learning. (AASL VI.A1)

*6.2: Understand the ethical use of information, technology, and media. (AASL VI.A2)

*6.5: Personalize their use of information and information technologies. (AASL VI.D1)

*6.6: Engage in positive, safe, legal, and ethical behaviors when using technology, including social interactions online or when using networked devices. (ISTE 2B)

ITEM Strand 7- Problem Solve: Students will develop and employ strategies for understanding and solving problems in ways that leverage the power of computational thinking, cycles of design, implementation, and reflection.

*7.1: Persist through self-directed pursuits by tinkering and making. (AASL V.B.2)

*7.2: Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies. (ISTE 1D)

*7.4: Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. (ISTE 5C)

What **Enduring Understandings** are desired?

*Connecting with one's peers is a critical part of our learning experience.

- *Video production is vital for students' communication in today's digital world.
- *Planning, editing, and evaluating are part of the essential process in producing any video project.
- *There are essential skills and techniques needed to produce and share meaningful videos.

What [Essential Questions](#) will be considered?

- *Why is it important to find new ways to connect with and learn about our peers?
- *How can creating a video support others in learning a new skill or concept?
- *How does creating a storyboard guide a video's creation?
- *Why is it important to the success of my project to solicit and receive feedback from my peers?

Students will know / be able to:

- *find meaning in sharing ways to cope with distance learning challenges.
- *use the design process to select and utilize online resources, a storyboard, and video tools to create a video for their peers.
- *use a video format to contribute to an online, interactive classroom.

| Description | For ma tive | Su m ma tive | Intro duct ory Activ ity | Lear ning Activ ity | Stud ent Tech nolo gy Use d | Teach er Tech nolog y Used | ISTE Stand ards |
|--|-------------------------------------|--|--------------------------------------|------------------------------|---|---|---|
| Day 1: Introduction <ul style="list-style-type: none"> ● Google Meet: Introduce activity & discuss how we can reach out to our peers (social responsibility) digitally- interactive discussion ● Google Meet: View clips from examples: Cupcakes, Tie-Dye, & Bones ● Student Activity: Brainstorm ideas for demo video ● Student Activity: Submit ideas to your teacher on Padlet | X | | X | X | X | X | 1a 1c 3d 6b 6d |
| Day 2: Planning Process: Storyboard <ul style="list-style-type: none"> ● Google Meet: Go over Rubric- interactive discussion ● Google Meet: Emphasize the planning process & introduce Storyboards See: What is a Storyboard? Why Do You Need a Storyboard? (Because this is part of the creative process, these will be printed and completed in pencil) ● Student Activity: See Google Classroom to access individual Storyboard Template: Print out and begin a rough draft | X | | X | X | X | X | 1d 4a 4b 4c 6b |
| Day 3: Planning Process: Draft 1 <ul style="list-style-type: none"> ● Google Meet: Go over questions/clarifications- interactive discussion ● Student Activity: Work Time- Draft 1. Take a photo of it & submit via Google Classroom | X | | X | X | X | | 1c 4c 6b |
| Day 4: Planning Process: Draft 2 <ul style="list-style-type: none"> ● Google Meet: Go over questions/clarifications/expectations for Draft 2- interactive discussion ● Student Activity: See teacher comments on Draft 1 | X | | X | X | X | | 1c 4c 6b |

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| <ul style="list-style-type: none"> ● <u>Student Activity</u>: Work Time- Draft 2. Take a photo of it & submit via Google Classroom | | | | | | | |
| Day 5: Video Creation Day 1 <ul style="list-style-type: none"> ● <u>Google Meet</u>: Introduce video editing program (WeVideo, Kapwing, Screencastify, or loom) & present tutorials ● <u>Google Meet</u>: Go over questions/clarifications/expectations for video project (refer to Rubric and Storyboards- interactive discussion ● <u>Student Activity</u>: Work Time- Video Creation | X | | X | X | X | X | 1d 4b 4c 6b |
| Day 6: Video Creation Day 2 <ul style="list-style-type: none"> ● <u>Google Meet</u>: Go over questions/clarifications/expectations for video project (refer to Rubric and Storyboards) & set up individual Help Sessions with teacher via Google Sheets- interactive discussion ● <u>Student Activity</u>: Work Time- Video Creation | X | | X | X | X | X | 1b 1d 4c 6b |
| Day 7: Video Creation Day 3 <ul style="list-style-type: none"> ● <u>Google Meet</u>: Go over questions/clarifications/expectations for video project (refer to Rubric and Storyboards) & set up individual help sessions via Google Sheets or set up student mentors- interactive discussion ● <u>Student Activity</u>: Work Time- Video Creation | X | | X | X | X | X | 1b 1d 4c 6b |
| Day 8: Project Wrap-Up <ul style="list-style-type: none"> ● <u>Google Meet</u>: Go over final questions/clarifications/expectations for video project (refer to Rubric and Storyboards) and sharing with the teacher & class via Google Classroom & set up individual help sessions via Google Sheets or set up student mentors- interactive discussion ● <u>Student Activity</u>: Work Time- Video Creation & Sharing via Google Classroom | X | | X | X | X | X | 1b 1c 1d 6d |
| Day 9: Evaluation <ul style="list-style-type: none"> ● <u>Google Meet</u>: Go over how to view others' videos (assign each student 3 videos to view) & leave positive feedback (respectful & ethical)- interactive discussion ● <u>Student Activity</u>: View others' videos & leave positive feedback | | | X | X | X | X | 1c 2b 2c 6d |
| Day 10: Self Reflection <ul style="list-style-type: none"> ● <u>Google Meet</u>: Go over how to interpret others' comments & self-reflect- interactive discussion ● <u>Student Activity</u>: Self-reflect on the process and evaluate your final project using the Rubric & share your thoughts about what you learned on Flipgrid. | | X | X | X | X | X | 1a 6b 6d |

Materials, tools and resources:

- A recording device (phone, video camera, tablet, etc.)
- Chromebook with video editing program or extension installed or ([WeVideo](#), [Screencastify](#), [loom](#))
- Headphones or earbuds, optional

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