Individual Integration Project Plan

Project Title: “If I were to run for President (of the school)…”

## Author Information:

Angie Berna Milliren

Director of Secondary Choral Studies/Media Educator

Elizabeth Forward School District

1000 Weigles Hill Road

Elizabeth, PA 15037

[abm0031@mix.wvu.edu](mailto:abm0031@mix.wvu.edu)

I hold a bachelor’s degree in music education from Indiana University of Pennsylvania (1998). In 2005, I graduated from California University of Pennsylvania with a degree in Multimedia Technologies. I have been teaching in public education for the past 22 years. I have been teaching “Multimedia Productions” since 2013. My students leave my program with a firm understanding of the Adobe Creative Suite, Apple iWorks Applications, and production techniques.

This unit is occurring at the beginning of the year and will follow the “Compilation” project where students gathered a personal themed collection of videos and learned to edit them into one succinct video using Adobe Premiere. The underlying technological gains are creating a promotional poster using Adobe Photoshop and a commercial using Adobe Premiere.

## Introduction:

This lesson is intended to make students enrolled in “Multimedia Productions” aware of the current political climate while creating a video, graphic, and animation using the Adobe Creative Suite. Students will be charged with defining their own platform with regards to getting elected by a panel of their peers (this will also help the students to define their target audience and how to appeal to that audience).

This lesson will occur over several classes and culminate in a mock election of all students enrolled in the class. Each class member will place the completed portfolio on their websites and will be strongly encouraged to deploy their campaigns on social media platforms.

## Technology Use:

* Software:
  + Adobe Premiere – Create 30 second advertisement highlighting platform
  + Adobe Photoshop – Create logo and promotional posters for both print and digital deployment
  + Adobe Illustrator – (Optional) Create a vectorized logo
  + Canvas – District LMS for assignment collection
  + Creative Commons Search – Copy-free artwork for student designers
  + Lino.it – A shared brainstorming bulletin board for students
  + Social Media Platform – Optional deployment of campaign and voting venue
* Hardware:
  + iPad/iPhone/Mobile Phone – Capture video for advertisement
  + MacBook Pro – A lab of 20 computers is available for student use
  + TV/Apple TV – To view presentations for the class

## Learning Objectives:

Students will be able to:

* Identify and describe the areas of interest for their target audience (fellow students).
* Analyze the preferred viewpoint of their audience.
* Design a campaign that they feel will appeal to their audience base.
* Create videos and print media that support their platform and campaign.
* Evaluate the effectiveness of their campaign after a social media election.

# Lesson One

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| --- | --- | --- |
| **Identifying Target Audience; Creating Personal Platforms** | | |
| **Your Name**: Angie Berna Milliren | **Grade/Subject**: Multimedia Productions | |
| **Where in the unit does this lesson occur?** Introductory Lesson | | |
| **Unit Learning Standards:** | **Broad Learning Goal (UNIT):** |
| (PA) 5.3.12.A Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.  (ISTE) 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.  (ISTE) 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  (ISTE) 3b Students evaluate the accuracy, perspective, credibility and relevance  of information, media, data or other resources.  (ISTE) 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.  (ISTE) 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  (ISTE) 6d Students publish or present content that customizes the message and medium for their intended audiences.  (ISTE) 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | Students will create publicity elements of independent advertisement campaigns as they learn to navigate the Adobe Creative Suite. | |
| **Student Learning Goals (LESSON):**  *Identify 1-2 learning goals for the lesson; below each goal share how you will communicate them to your students.* | | |
| By the end of this lesson, students will be able to…   1. Identify the term “Target Audience”. [PA 5.3.12.A, ISTE 1a]    * Teacher will introduce the term by asking the students to identify which groups at which various political ad campaigns are aimed. (Example: People who rely on Social Security or Blue-Collar workers) 2. Analyze 3 key issues within the high school target audience upon which he/she will run their campaign and the stance which they will take. [ISTE 1a, ISTE 7b]    * Students will brainstorm issues the school target audience would be swayed with to attract a vote.    * Each student will complete an exit ticket on Canvas identifying his-her top 3 choices and their stance. | | |
| **Essential Question:** | | |
| “What topics matter to your fellow students? If you were to run for the President of the school, what topics might form your political platform?” | | |
| **Academic Language:** | | |
| Target Audience, Political Platform | | |
| **Assessment and Evidence of Student Learning:** | | |
| During a class discussion, students will compile a list of topics (Lino) throughout our school that might sway their fellow students to vote for them. The student will be charged with selecting 3 major points for his/her commercial. The exit ticket (through LMS) will collect student responses. | | |
| **Student Feedback:** | | |
| Each submission will be viewed on the LMS and feedback will be provided. | | |
| **Unit Resources and Materials:** | | |
| Adobe Creative Suite, Personal Computers (MacBook Pros provided), Video cameras (can use district provided iPad | | |

# Lesson Two

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| **Digital Logo and Print Poster** | | |
| **Your Name**: Angie Berna Milliren | **Grade/Subject**: Multimedia Productions | |
| **Where in the unit does this lesson occur?** Second Lesson (1.5 hours) | | |
| **Unit Learning Standards:** | **Broad Learning Goal (UNIT):** |
| (PA) 5.3.12.A Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.  (ISTE) 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.  (ISTE) 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  (ISTE) 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.  (ISTE) 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.  (ISTE) 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  (ISTE) 6d Students publish or present content that customizes the message and medium for their intended audiences.  (ISTE) 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | Students will create publicity elements of independent advertisement campaigns as they learn to navigate the Adobe Creative Suite. | |
| **Student Learning Goals (LESSON):**  *Identify 1-2 learning goals for the lesson; below each goal share how you will communicate them to your students.* | | |
| By the end of this lesson, students will be able to…   1. Create a logo for his/her campaign [ISTE 6d]    * Teacher will introduce the basics of Photoshop and provide basic set-ups for both online and print deliveries.    * Students will create a logo to be placed on all further campaign materials. 2. Create a promotional poster [ISTE 6d]    * Teacher will introduce the set-up for a poster size of the student’s choosing using Photoshop.    * Students will collect backgrounds and imagery to place on poster through using a Creative Commons search.    * Students will deploy the poster for print publication at 400 dpi in RGB color display. | | |
| **Essential Question:** | | |
| “What is your brand? What is your slogan?” | | |
| **Academic Language:** | | |
| rasterized v vectorized, file formats .jpg, .pdf, .ai, .eps | | |
| **Assessment and Evidence of Student Learning:** | | |
| Students will submit a logo and political poster created in Photoshop or Illustrator as a .jpg image. | | |
| **Student Feedback:** | | |
| Each submission will be viewed on the LMS and feedback will be provided. | | |
| **Unit Resources and Materials:** | | |
| Adobe Creative Suite, Personal Computers (MacBook Pros provided), Video cameras (can use district provided iPad | | |

# Lesson Three

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| **The Ad Commercial** | | |
| **Your Name**: Angie Berna Milliren | **Grade/Subject**: Multimedia Productions | |
| **Where in the unit does this lesson occur?** Third Lesson (3 hours) | | |
| **Unit Learning Standards:** | **Broad Learning Goal (UNIT):** |
| (PA) 5.3.12.A Analyze and evaluate the structure, organization and operation of the local, state, and national governments including domestic and national policy-making.  (ISTE) 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.  (ISTE) 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  (ISTE) 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.  (ISTE) 3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.  (ISTE) 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  (ISTE) 6d Students publish or present content that customizes the message and medium for their intended audiences.  (ISTE) 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | Students will create publicity elements of independent advertisement campaigns as they learn to navigate the Adobe Creative Suite. | |
| **Student Learning Goals (LESSON):**  *Identify 1-2 learning goals for the lesson; below each goal share how you will communicate them to your students.* | | |
| By the end of this lesson, students will be able to…   1. Create a storyboard for a video [ISTE 1c]    * Teacher will review the basics of Premiere and provide a list of project requirements.    * Student will write a script for their video 2. Gather all needs (shot list, stills, audio)    * Teacher will review Google Drive storage and file management for video projects    * Student will collect items identified in the storyboard and store them on Google Drives in organized folders 3. Compile footage and export [ISTE 3d]    * Student will edit footage into 30-second and 1-minute commercial advertisements    * Student will export videos as an .mp4 and post it on portfolio, YouTube channel, and Twitter feed. 4. Self-Critique/Peer-Review [ISTE 1c]    * Student will vote for favorite submission.    * Student will participate in a discussion board on Canvas.    * Student will provide self-assessment through LMS. | | |
| **Essential Question:** | | |
| “What can you say that will capture your target audience and secure your office within 30 seconds? Within 1 minute?” | | |
| **Academic Language:** | | |
| Project Bins, Timeline, Effects Panel, Editing View, Effects Controls, Select Tool, Razor Tool, Effect Video/Audio Transitions | | |
| **Assessment and Evidence of Student Learning:** | | |
| Student will submit a 30-second political advertisement as an .mp4 video at 720x480 resolution. It will be uploaded to the student’s YouTube Channels and embedded on his/her digital portfolio. | | |
| **Student Feedback:** | | |
| Each submission will be viewed on the LMS and feedback will be provided. Students will receive peer evaluations for their videos. Videos will be shared on Twitter for students to view and voting for the “President” will occur as a Twitter Poll on the high school media feed. | | |
| **Unit Resources and Materials:** | | |
| Adobe Creative Suite, Personal Computers (MacBook Pros provided), Video cameras (can use district provided iPad | | |

## Student Engagement:

* Behavioral Engagement: Students are attempting to persuade their peers into voting for them. As this course is an elective, students have opted to take part in a course that provides many opportunities for individual creativity. According to Fredricks “…Finn's (1989) definition of behavioral engagement. He divides participation into four levels, which range from responding to the teacher's directions to activities that require student initiative, such as involvement in extracurricular activities and student government. The assumption is that participation at the upper levels indicates a qualitative difference in engagement in terms of greater commitment to the institution.” (2004)
* Emotional Engagement: The students are interested in creating videography as they have signed up for the course. The attainment value is winning the election…which in turn also means the student waged the best campaign with the most catching media. I suspect several students will also compose jingles or produce other methods of media to communicate a campaign.
* Cognitive Engagement: Students are busy analyzing what most appeals to their peers and how they might be able to sway the vote in their favor. The production process required sequential reasoning to move from an idea to a storyboard, and from a storyboard to a finished production that adheres to the requirements.

## Assessment:

The assessment of the project will follow a rubric and a checklist for the students. I generate a class rubric each year of what expectations the class has for the quality of media productions (photography, videography, scriptwriting, file management, deployment expectations). I firmly believe that students, when actively engaged in the conversation about what constitutes excellence versus what is mediocrity or, worse, failure, are more emotionally and behaviorally invested in the process of learning. There will also be a technical “checklist” that each production must adhere to that is provided by the teacher. The purpose of adhering to a checklist is that students are prepared to enter competitions in the future, each of which will have different requirements.

## Standards:

The standards are written into each individual plan. The standards are written for the unit and listed adjacent to the “Student Learning Goals” in each plan.