

Innovation Grant Proposal: Filming and Editing Technology
based off of the
Arizona Technology in Education Association (AzTEA) and CenturyLink
Innovation in Classroom Technology Integration (ICTI) Grant
2011-2012 Project Proposal Template
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Abstract

This grant proposal was created by Camryn Curtis in *SED 464: Middle School Curriculum/Organization*, taught by Chris Smudde, M.Ed., at Arizona State University. The proposal is intended to benefit Fees College Preparatory Academy: a public middle school dedicated to serving its underprivileged population. The funds from the proposal will fund an individualized, student-lead project geared toward local community-betterment and online global communication by providing the students with video cameras and associated filming/editing equipment. By the end of the project, students will be able to identify one real-world community problem; research at least three factors that contribute to the existence, severity, and perpetuation of the problem; plan and carry out a cost-effective, practical, and impactful solution to the problem; electronically chronicle their efforts, digitally articulate their projects' significance, and technologically share their stories online with both a local and global community. Students will be assessed using a brainstorming bubble map, a research paper, an individualized project plan, a documentary storyboard, the execution of the actual project, the final documentary, and a digital portfolio that showcases their hard work. The total cost of the equipment for a class of 30 comes out to \$2,417.95.

Introduction: School Environment Narrative

Fees College Preparatory Middle School is located near the crossroads of South McClintock Drive and East Guadalupe Road. Consequently, the school's population draws heavily from the Guadalupe community embedded within the larger Phoenix and Tempe suburbs. Some teachers at the middle school describe the Guadalupe community as "a mini-Mexico," since it shares some characteristics with densely populated areas of Mexico, including many cultural/ethnic similarities and vast economic disparities between families living in the same neighborhood. While the median household income of those living in the area is roughly \$51,837 a year, the Guadalupe community's median household income is \$29,517 (Median Household Income for 85283, 2014). Additionally, many of the school's students are undocumented, or have undocumented parents, which adds another layer of difficulties for these families.

To combat these vastly different circumstances, the school has provided each 7th grade student with his/her own Chromebook and personal Google account. The students take their laptops to their classes and to their homes at the end of the day. During classes, students all link to content using Google Classrooms, and several classrooms provide charging stations in the back. Following their 8th grade promotion, students may purchase their Chromebooks for \$30 apiece to take with them to high school. Students do not have the need for a computer lab, but there are a few permanent Apple computers set up in classrooms and the library. Additionally, classrooms come equipped with a document camera, 2 whiteboards, 3 bulletin boards, and a miniature white board underneath each student's desk. Students each have their own ID badges, worn at all times. Students may also have other non-standard resources available to them. For

instance, within specifically Ms. Buchanan's classroom, students have access to 4 separate in-class textbooks and art supplies for group work.

As far as the atmosphere on campus at Fees College Prep, there is some racial tension. The school contains 950 students total, 55.2% of which are Hispanic, 19.9% of which are White, 12.9% of which are American Indian, 8.3% of which are Black, 2% of which are Asian, and 0.1% of which are Pacific Islander (Fees College Preparatory Middle School in Tempe, Arizona, 2016). Additionally, 59.5% of these students are on free and reduced lunch plans (Fees College Preparatory Middle School in Tempe, Arizona, 2016). Deeply embedded communities of Native Americans and Mexicans/Hispanics have formed gangs in the area, and students are sometimes influenced by the resultant prejudices. Consequently, the school implemented a uniform dress code policy, which effectively prohibited displays of gang affiliation through apparel and reduced displays of socioeconomic status through apparel. Since then, student-on-student violence has noticeably decreased, according to the teachers at Fees College Prep. The school district has a focus on promoting excellence. Their slogan is "Inspire Excellence," and can be found on every page of the district website. They have 21 schools, and around 12,000 students (Information & History, 2016). The district's overall racial demographics include Hispanic 53.06%, White 21.76%, African American 10.56%, Native American 6.86%, and Asian/Pacific Islander 3.74% (Information & History, 2016).

Ms. Buchanan's classroom is colorful. Her thirty by forty-foot room is covered in vibrant posters of blue, green, yellow, purple, pink, red, orange, and black. Also, it contains an adequate number of desks for its approximate 30 students, as well as a teacher's desk at the front, a horseshoes desk for collaboration off to the side, and three bookshelves spread throughout.

Although there are no windows to the outside courtyard, there are windows into the pod, a common space linking three other classrooms.

Many students experience difficulties unrelated to academic content, often the results of their home lives, and so several students do not care about their academic success, do not devote time or attention to academics while in class, are easily distracted, wander around the room at every opportunity, and chatter ceaselessly. Despite the technology constantly at their fingertips, they fidget and walk away from their laptops. Despite the colorful classroom decor, the plentiful resources available to them, and the district's commitment to excellence, several students are frequently so restless that they cannot focus on their work. The students have everything they need to be engaged, but school does not interest them. Consequently, I propose a school-wide plan to implement project-based learning (PBL). There are a myriad forms of PBL, but the specific project I have in mind will help the students see the value in their education.

Technological engagement, academic challenges, visual stimulation, an environment of professionalism, and high expectations do not fully meet students' needs, but a student-driven, real-world application of interdisciplinary skills based on their own interests would engage students in the learning process. In order to carry out this project, students will require filming and editing equipment.

Applicant Bio

Camryn Curtis has been teaching English and History for 5 years in Arizona at Sample High. She earned her Bachelor's in Secondary Education at Arizona State University, and her Master's in Psychology at Arizona State University as well. Camryn sees education as the single greatest opportunity to empower students and transform lives, and finds daily meaning in seeing students' minds, creativity, and passion come alive. This project accomplishes all her goals.

Learning Goals and Outcomes

This PBL unit and its activities are designed to facilitate student-directed projects aimed at solving problems within the school's local community. Although this unit is designed for a 7th grade English class, the open-endedness of the assignment allows for interdisciplinary exploration. Students are not restricted by content area, and are encouraged to delve into whatever problem catches their attention, be it psychological, economic, environmental, and so on. This unit has five phases—identifying the problem, researching the problem, planning the solution, implementing the solution, and sharing their stories. The English portion of this unit is comprised of the research, project proposal, and story sharing components. The interdisciplinary portion comes from the nature of the problem students choose to address. All five phases will guide students as they design their projects to answer the following essential questions:

1. What problem(s) do you see in your community (familial, economic, educational, psychological, social, physical, environmental, etc.)?
2. Who experiences these problems, and in what ways?
3. What factors contribute to the existence, severity, and perpetuation of the problem?
4. What can you do to make a difference?
5. What resources do you need to carry out your solution?

By the end of the project, students will be able to identify one real-world community problem. They will be able to research at least three factors that contribute to the existence, severity, and perpetuation of the problem. Then, they will be able to plan and carry out a cost-effective, practical, and impactful solution to the problem. Finally, students will be able to

electronically chronicle their efforts, digitally articulate their projects' significance, and technologically share their stories online with both a local and global community.

As an added bonus, this PBL unit fulfills several requirements set forth in the AZCCRS and ISTE-S. Due to the research, project planning, community outreach, and digital movie, and without accounting for the variability in the student-driven interdisciplinary component of the unit, the following Language Arts AZCCRS and ISTE-S are a given:

- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7.RI.3)
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.RI.9)
- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10)
 - a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.7.RI.10)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings),

graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (7.W.2)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (7.W.4)
 - a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.7.W.4)
 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (7.W.5)

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (7.W.6)
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7.W.7)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7.W.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (7.W.9)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (7.SL.5)
- 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
 - d. Contribute to project teams to produce original works or solve problems
- 3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
 - a. Plan strategies to guide inquiry
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results
- 4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - a. Identify and define authentic problems and significant questions for investigation
 - b. Plan and manage activities to develop a solution or complete a project
 - c. Collect and analyze data to identify solutions and/or make informed decisions
 - d. Use multiple processes and diverse perspectives to explore alternative solutions

Project Based Learning

To begin, students will be able to identify one community problem that they wish to solve, with the only stipulation that the problem must be of real-world significance. This phase is guided by the first essential question. As their teacher, I will guide students' brainstorming from general to specific, and help to focus students' thoughts onto a problem of manageable scale. Students will brainstorm individually, and then share their ideas with the rest of the class.

Some examples of problems include:

- a) Families do not have enough time to spend together.
- b) Parents do not understand their children's struggles.
- c) People in the community frequently go without food.
- d) Students don't care about their education.
- e) Race gangs are perpetuating violence in the neighborhood.
- f) The streets are covered in trash.

Then, students will do research to determine what factors contribute to the existence, severity, and perpetuation of the problem. Their goal during this phase is to understand the problem in its full context—be it social, historical, political, etc.—and therefore, also to understand how best to address the issue. This phase is guided by essential questions two and three. Students will be welcome to work individually or in a group, according to their preferences, but each student must still contribute the same amount and quality of work as if he/she was working alone. Students will present their research in a short paper. As their teacher, I will provide scaffolding in their research to differentiate according to each student's needs and abilities. For instance, I will connect students to various databases depending on their subject areas, and I will provide graphic organizers to help them represent the knowledge they acquire.

As students plan their solution-oriented projects, they will be guided by questions four and five. Students will plan their solutions, paying particular attention to both the resources and the people needed to successfully carry out their solutions. Students will be required to set a realistic budget and stick to it. They will also be required, as appropriate, to reach out to their other teachers, administrators, families, religious leaders, civic leaders, and community members. As their teacher, I will help students to find the contact information of pertinent individuals and organizations, and I will give guidance on how to approach these individuals for their aid. I will divide the unit into manageable tasks with reachable deadlines, and I will direct students to resources that align with their projects' needs. Some example projects include:

- a) A weekly, family-friendly movie night hosted at a park.
- b) A letter to parents explaining the neurobiological transformations of adolescence.
- c) A food/item drive for a shelter.
- d) A YouTube video explaining the value of education.
- e) A club to discuss social issues and share experiences.
- f) A community improvement project.

Next, as students implement their projects, they will be literally and figuratively taken outside the walls of the classroom. This solid connection between theoretical schooling and practical implementation reinforces the value and applicability of education. For this particular community, such reinforcement has incalculable value. Many of these children are afflicted by mindsets of inefficacy, are assailed by circumstances entirely out of their control, and are subjected to socioeconomic and political realities that often seem to dictate their lives more than their own choices. In short, they have every reason to give up on school, but they don't. This unit can be a concrete way to demonstrate the value of refusing to give up. This unit has the

potential to empower these students to make real differences in their own lives and the lives of the community around them. If successful, this unit will impact the actual environment of their community, and create connections that establish the school as a central fixture of the community. And perhaps most critically, if successful, this unit will shape the students' perceptions of education.

Finally, one of the ways that the project will be successful is through the students' ability to share their projects online. The final phase of the unit is for students to electronically chronicle their efforts, demonstrate their projects' impact, and share their stories online. Throughout the first four phases of the unit, students will use a video camera to take pictures and video clips of their efforts, express their thoughts and feelings, conduct interviews with other students, and "interview" themselves. Once all the projects are completed, students will produce and publish a short movie that encapsulates their journey through each phase, and demonstrates the impactful value of their efforts. This will cause students to reflect on their projects through a multimedia experience, and will further reinforce the value of their education in a real-world context. Also, this phase will allow the impact of their efforts to reach both a local and global community. Additionally, it will give a context for students to develop and exercise modern technology skills.

In summary, the students will be able to identify one real-world community problem. They will be able to research at least three factors that contribute to the existence, severity, and perpetuation of the problem. Then, they will be able to plan and carry out a cost-effective, practical, and impactful solution to the problem. Finally, students will be able to electronically chronicle their efforts, digitally articulate their projects' significance, and technologically share their stories online with both a local and global community. This project teaches valuable 21st

century skills such as collaboration, communication, teamwork, budgeting, project proposals, community outreach, multimedia presentations, online presence, and problem-solving.

Inquiry-Based Lesson Plan

Teachers: Camryn Curtis	Subject: English
<p>Standard:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (7.W.2) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (7.W.4) • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7.L.6) • ISTE-S 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <ul style="list-style-type: none"> ○ a. Apply existing knowledge to generate new ideas, products, or processes ○ b. Create original works as a means of personal or group expression ○ c. Use models and simulations to explore complex systems and issues ○ d. Identify trends and forecast possibilities • ISTE-S 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. <ul style="list-style-type: none"> ○ a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media ○ b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats ○ c. Develop cultural understanding and global awareness by engaging with learners of other cultures ○ d. Contribute to project teams to produce original works or solve problems • ISTE-S 6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. <ul style="list-style-type: none"> ○ a. Understand and use technology systems ○ b. Select and use applications effectively and productively ○ c. Troubleshoot systems and applications ○ d. Transfer current knowledge to learning of new technologies 	
<p>Objective (Explicit):</p> <ul style="list-style-type: none"> • Students will be able to use video cameras to record a mini-documentary by applying the filming 	

techniques of frame, lighting, sound recording, close ups, landscape shots, and motion shots.

Evidence of Mastery (Measurable):

The students' understanding will be evaluated based on the video clips they produce today, and the final video they produce in tomorrow's lesson. (See rubrics in "Evaluate")

By the end of the day today, students should have:

- filmed one 10-second clip that evokes a specific mood, such as happiness, sadness, excitement, fear, or boredom.
- filmed one or two 20-second video clips using the filming techniques learned throughout the lesson.

Sub-objectives, SWBAT (Sequenced from basic to complex):

- SWBAT watch a video clip and identify the mood of that clip.
- SWBAT explore the new video cameras by producing one 10-second clip that evokes a specific mood, such as happiness, sadness, excitement, fear, or boredom.
- SWBAT explain what techniques they used to accomplish filming their clips.
- SWBAT identify at least five techniques that they will use in their final projects by circling the names of the techniques and explaining their intended use in one sentence alongside the circled terms.
- SWBAT produce a 20-second video clip by collaborating in groups to film one or two clips using three techniques learned throughout the lesson.

Key vocabulary:

Record/ Film

Mood

Frame

Lighting

Close Ups

Landscape shots

Motion shots

Materials/Technology Resources to be used:

Video Cameras

USB cables

Computer

Projector

Tri-pods (possibly)

Studio Lights (possibly)

Engage (Make content and learning relevant to real life and connect to student interest)

Students will discuss their favorite movies for two minutes.

Then, I will show a fun, dramatic clip from a documentary, and periodically pause the video to point out the techniques used within the video to evoke certain emotions and to tell the story. During this time, I will introduce the vocabulary in context and allow students to use the context to determine the meaning of these new words, and I will verbally and visually clarify as needed. Students will identify their favorite part about the clip and share with their shoulder partner. Students will then identify the overall mood of the clip, citing at least two techniques or elements of

the clip that contributed to the mood. Students will share their thoughts with the class as a whole.		
Explore	<p>Teacher Will:</p> <ol style="list-style-type: none"> 1) I will put students into five groups. 2) I will give them instructions (see “Student Will”) for their tasks, verbally, and in the form of a handout. 4) I will go around the room, answering questions and helping students operate the technology. I will give minimal aid because students are supposed to fiddle around and explore the technology for themselves. 	<p>Student Will:</p> <p>3) For the first activity, students will film a ten second clip with the goal to evoke a specific mood. One group will evoke happiness, another sadness, one excitement, another fear, and one boredom.</p> <p>Here's the catch: the only thing they can film is one person doing a math problem. That's it. The focus of the activity is for students to develop filming skills, not for them to tell a story, so each group must creatively use the filming techniques discussed with the documentary to evoke a mood from a bland scenario. The mood has to come from their creative use of filming techniques, not the content of the clip's story.</p> <p>Students are encouraged to use whatever background knowledge, creative approaches, or unique styles they possess.</p>
	<p>Co-Teaching Strategy/Differentiation</p> <p>Students bring different levels of background knowledge to the activity, but all students are welcome to use whatever prior knowledge they possess. The collaborative aspect will allow students to share their knowledge with each other in a constructive, contextual, creative way.</p> <p>Because students are working in groups, and the nature of the work is completely student-driven in terms of how they go about accomplishing the general task, so students are free to make it as simple or complex as they want, within the given time limit. I will give them about fifteen minutes to complete this task, which should be plenty of time regardless of proficiency level.</p> <p>The handouts they receive will have the written instructions available for easy reference, which makes the instructions more accessible to different learning styles, as well as students with hearing or visual disabilities. These handouts will also feature a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day’s creativity by giving stability and structure to students who function well within set parameters.</p> <p>Students with any disability that prevents them from effectively or safely operating the cameras can be the subjects of the group’s film instead, or can offer their ideas just like the majority of the group members will be doing.</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer</p>	

	back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).	
Explain	<p>Teacher Will:</p> <p>2) Both the class and myself will give constructive feedback to the groups regarding their clips, giving praise for things done well and advice for improvement.</p> <p>3) I will then give the students a quick reference handout with a list of techniques to use when filming. I will verbally explain the reference handout, while making specific references to my physical copy so that students can follow along on their copies. If any techniques were used in the students' clips, I will show that segment of the clip and draw the comparisons.</p>	<p>Student Will:</p> <p>1) After about ten minutes, students will share their clips with the class and explain what techniques they used to accomplish their goals.</p> <p>4) Students will identify at least five techniques on the handout that they could use in their projects by circling the names and recording their intended use in one sentence alongside the circled terms.</p>
	<p>Co-Teaching Strategy/Differentiation</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).</p> <p>Students may take notes on the handouts in whatever format suits them best. The combination of a verbal explanation and a visual representation of the same content accommodates students with different learning styles, and students with hearing or visual disabilities. I will also allow students to sit closer or further from the front of the classroom as needed.</p> <p>Students will also be able to refer to their handouts for a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day's creativity by giving stability and structure to students who function well within set parameters.</p>	
Elaborate	<p>Teacher Will:</p> <p>1) I will show the students one more video segment, this time from a party montage. As we watch the clip, I will periodically pause it and ask students to identify which filming techniques were used, and if they were effective in making the event seem fun.</p> <p>3) I will introduce the idea that our class is going to make a party montage video. I will explain what techniques we will use and how, while referencing the video by rewinding to the locations when it used</p>	<p>Student Will:</p> <p>2) Students will identify which filming techniques were used, and if they were effective in making the event seem fun.</p> <p>5) After the clip and my explanations are done, students will divide into groups that are okay with being on camera, and those who are not. Those who are not will film, and those who are will dance and be goofy for the student-filmed clip.</p> <p>6) The new student groups will each film one or two</p>

<p>those techniques.</p> <p>4) I will reassure students that looking good and being a good dancer are not prerequisites to looking awesome in slow-motion. (All you have to do is smile authentically and move a lot. The less you hold still, the better.)</p>	<p>20-second clips using one assigned technique, and two techniques of their choosing.</p> <p>7) *In the following day's lesson, which will teach students how to use video editing software, students will use this footage and digital editing techniques to create a fun music video.</p>
<p>Co-Teaching Strategy/Differentiation</p> <p>Allowing for students to participate in ways that are comfortable to them (recording or dancing or being goofy) honors both student choice and the diversity of their personalities.</p> <p>I will send students the links to the video clips we are watching throughout the day so that students can refer back to them, watch them at their own pace, or watch them on specialized technology (such as for a disability, etc.).</p> <p>Students will also be able to refer to their handouts for a timeline of the tasks we will accomplish for the day, which will help them to self-manage and will balance the day's creativity by giving stability and structure to students who function well within set parameters.</p>	
<p>Evaluate</p>	
<p>The students' grades will come from the following rubrics, which evaluate their participation from today's lesson, and the final video product from today's and tomorrow's lessons combined.</p>	
<p>Today's Rubric:</p>	
<p>The student contributed to the groups throughout the various activities.</p>	<p>___/10</p>
<p>The student's first group produced a mood-specific clip.</p>	<p>___/5</p>
<p>The student circled at least five techniques on the handout to use in their future projects, and recorded their thoughts in about one sentence alongside the circled terms.</p>	<p>___/2.5 ___/2.5</p>
<p>The student either filmed or performed for the final group activity.</p>	<p>___/5</p>
<p style="text-align: right;">Total</p>	<p>___/25</p>
<p>Final Video Rubric: (includes tomorrow's lesson)</p>	
<p>The student's clip used at least one assigned filming technique.</p>	<p>___/5</p>
<p>The student's clip used at least two free-choice filming techniques.</p>	<p>___/10</p>

The student's edited video used at least one assigned editing technique.	_/5
The student's edited video used at least two free-choice editing techniques.	_/10
The student's final video effectively conveys an upbeat, enthusiastic, lighthearted, party-atmosphere mood.	_/5
Total	_/35

Assessment

This project's assessment is geared toward the unit's objectives, as aforementioned: The students will be able to identify one real-world community problem. They will be able to research at least three factors that contribute to the existence, severity, and perpetuation of the problem. Then, they will be able to plan and carry out a cost-effective, practical, and impactful solution to the problem. Finally, students will be able to electronically chronicle their efforts, digitally articulate their projects' significance, and technologically share their stories online with both a local and global community. A bubble map depicting how assessments correspond to the project's objectives can be viewed in the Appendix.

The main summative assessment that demonstrates mastery of the unit's overall skills is a digital summary of all the student's work throughout the unit. For the digital summary, mastery will look like a digital portfolio displaying the cumulative work of their project, including the brainstorming, research paper, project plan, documentary plan, and video documentary. This digital portfolio will be published and shared online.

Two of the major summative assessments, which feed into the final portfolio, include the documentary and the project itself. For the project execution, mastery will look like the plan put

into action, and will be evaluated based on how well the project sticks to the plan, and how effectively the student handles unforeseen complications. For the documentary, mastery will look like a 3-5 minute documentary that chronicles the student's efforts at every stage of the process, that tells the story of their project, that articulates the benefit and impact of the project, and that utilizes the film and editing techniques learned in class.

Before students can complete their projects, they need to brainstorm, research, and plan, which are the formative assessments. For brainstorming, mastery will look like a bubble map, with at least six problems identified, one final problem selected, and at least four ways that the final problem impacts the community. For the research component, mastery will look like a 4-6 page APA research paper that investigates: at least three factors that contribute to the existence, severity, and perpetuation of the problem; at least two ways that the problem impacts communities; at least two ways that others have tried to remedy the problem; an assessment of the successes and failures of those attempted solutions; and an analysis of how this information applies to their situation, community, and project. For planning the project, mastery will look like a plan for the execution of the project, including a practical and impactful solution proposal based on the previous research, a manageable timetable, a list of needed resources and permissions, a list of people and organizations to involve, a way to obtain the necessary funds/items, and a cost-effective budget.

Additionally, before students can film a documentary, they need to develop the skills necessary, and plan the short film. For the formative planning portion of the documentary, mastery will look like a plan for the documentary in the form of a storyboard, including a narration script, plans for footage to take during the project, plans for pictures to take, and plans for interviews to conduct.

The rubric for students' research papers can be seen in the Appendix.

This project truly brings 21st century skills into the classroom, including problem solving, group work, projects, budgets, research, community outreach, and technological literacy. The school's ownership of the cameras, digital editing software, and filming equipment will ensure that students are able to continue this unit for years to come. Each subsequent year will benefit from the experience of the previous ones, and each new group of students will get the chance to gain critical life skills, and improve the community while they're at it. Plus, the digital aspect of the project will allow students to share their ideas, stories, and successes with viewers all over the world, innovating not only the way we learn, but the way we share learning globally.

Budget Table and Narrative

Item name	Cost of item	Number of items	Sub-Total
Camera Case	N/A (included w/ camera)	N/A	N/A
Storage Cart	\$65	1	65.00
Protection Insurance Plan	\$5.04	15	75.60
Recording Microphone	\$40	15	600.00
SD Card	\$5.09	30	152.70
Surge Protector	\$10	2	20.00
Tripod	\$17	15	255.00
Video Camera	\$70	15	1,050.00
Total:			2,218.30
Tax:			199.65
Shipping:			(free with Amazon)
GRAND TOTAL:			2,417.95

The video cameras will enable students to create their project documentaries, and make their adventures come to life for a global audience. Although there are 30 students, not all 30 will be filming at once, so only 15 cameras are needed. These cameras will be treated with care and respect, but they still need protection during storage and transportation—hence the cases and

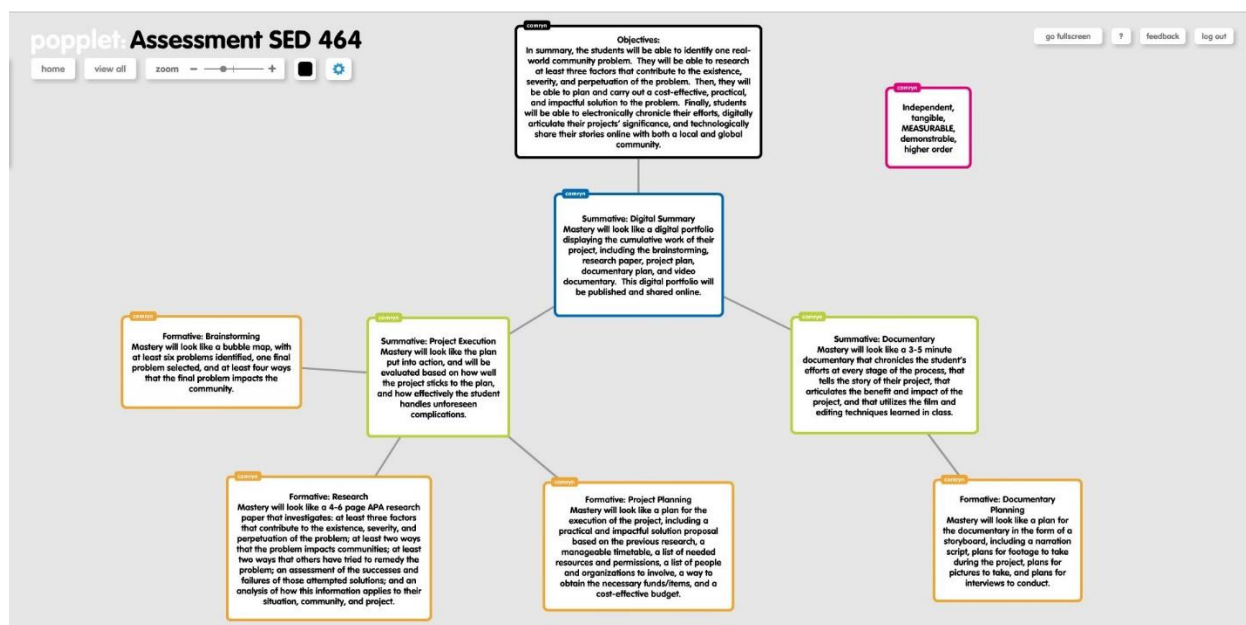
insurance plan. The cameras will need a location to charge, preferably one that remains in the classroom so that the cameras can be easily tracked and accounted for—hence the surge protector and storage cart. The cameras come with their own charging cords and adapters. To help students keep track of their own filming data, and to avoid accidental tampering with other students' footage, each student will need an individual SD card to use while filming. This is also an effective means to allow students to upload and edit their footage on individual timelines, without preventing other students from using the camera while they do so. While filming, in order to capture steady shots and quality audio, students will need recording mics and tripods. Because every student at Fees College Prep. already has a personal Chrome Book, students do not need access to additional computing hardware, but they do need a video editing software package to install across every computer. So, although many of these technologies are considered “supplemental costs,” they are not supplemental to the students' success.

References

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Appendix A

This is the assessment map for students' research papers, made with Popplet.



Appendix B

Research Project Rubric				
	5-6	4-5	2-3	1-0
Problem Factors	I included 3 factors that contribute to the existence, severity, and perpetuation of the problem.	I included 2 factors that contribute to the existence, severity, and perpetuation of the problem.	I included 1 factor that contributes to the existence, severity, and perpetuation of the problem.	I included 0 factors that contribute to the existence, severity, and perpetuation of the problem.
Problem Impacts	I included 2 ways that the problem impacts communities. My analysis is thoughtful and in-depth.	I included 2 ways that the problem impacts communities.	I included 1 way that the problem impacts communities. My analysis is thoughtful and in-depth.	I included 1 way that the problem impacts communities.
Others' Solutions	I included 2 ways that others have tried to remedy the problem, and I evaluated their attempted solutions.	I included 2 ways that others have tried to remedy the problem.	I included 1 way that others have tried to remedy the problem, and I evaluated their attempted solutions.	I included 1 way that others have tried to remedy the problem

Applicability	I analyzed how this information applies to my (1) situation, (2) community, and (3) project. (3/3) I provided 6 examples.	I analyzed how this information applies to my (1) situation, (2) community, and (3) project. (2-3/3) I provided 4-5 examples.	I analyzed how this information applies to my (1) situation, (2) community, and (3) project. (1-2/3) I provided 2-3 examples.	I analyzed how this information applies to my (1) situation, (2) community, and (3) project. (1/3) I provided 0-1 examples.
Content	All examples, facts, and details are on-topic.	All but 1-3 examples, facts, and details are on-topic.	All but 4-5 examples, facts, and details are on-topic.	6 or more examples, facts, and details are off-topic.
Organization	Ideas are logically sequenced, and paragraphs use transitions.	Ideas are logically sequenced, and all but 1-2 paragraphs use transitions.	All but 1-3 ideas are logically sequenced, and all but 1-2 paragraphs use transitions.	4 or more ideas are illogically sequenced, and 3 or more paragraphs don't use transitions.
Source Quantity	I used 4 sources.	I used 3 sources.	I used 2 sources.	I used 1 source.
Source Quality	All my sources were credible.	3 of my sources were credible.	2 of my sources were credible.	1 of my sources was credible.
APA Format	0-2 errors	3-4 errors	5-6 errors	7 or more errors
Page Count	4-6 pages' worth of content	3 pages' worth of content	2 pages' worth of content	1 page's worth of content
Conventions	0-2 errors	3-4 errors	5-6 errors	7 or more errors
Total: ____/66	Subtotal:	Subtotal:	Subtotal:	Subtotal:

The following Appendices C-I are pictures documenting the current estimated prices for items, as found on Amazon.com on November 28, 2016.

Appendix C



Camera Camcorders, Besteker Portable 1080P 24MP 16X Digital Zoom Video Camcorder with 2.7" LCD and 270 Degree Rotation Screen

by Besteker

★★★★★ 18 customer reviews

| 26 answered questions

#1 New Release in Camcorders

Price: **\$69.99** & **FREE Shipping**. [Details](#)

In stock on December 5, 2016.

Order it now.

Sold by [Bestekerllc](#) and Fulfilled by [Amazon](#). Gift-wrap available.

Color: 312P



Appendix D



AmazonBasics 50-Inch Lightweight Tripod with Bag

by AmazonBasics

★★★★★ 4,813 customer reviews

| 879 answered questions

#1 Best Seller in Professional Video Tripods

Price: **\$16.99** & **FREE Shipping** on orders over \$49.

[Details](#)

Temporarily out of stock.

Order now and we'll deliver when available. We'll e-mail you with an estimated delivery date as soon as we have more information. Your account will only be charged when we ship the item.

Ships from and sold by Amazon.com. Gift-wrap available.

Size: 50-Inch

50-Inch

60-Inch

Appendix E



Roll over image to zoom in

SanDisk 16GB Class 4 SDHC Memory Card, Frustration-Free Packaging (SDSDB-016G-AFFP)

by SanDisk

★★★★★ 11,958 customer reviews

| 902 answered questions

List Price: \$9.99

With Deal: **\$5.09** & **FREE Shipping** on orders over \$49.

[Details](#)

You Save: **\$4.90** (49%)

In Stock.

Want it Tuesday, Nov. 29? Add it to a qualifying order within **10 hrs 31 mins** and choose **One-Day Shipping** at checkout. [Details](#)

Ships from and sold by Amazon.com in [easy-to-open packaging](#). Gift-wrap available.

Size: 16 GB

Appendix F



Roll over image to zoom in

Interview Microphone HD Shotgun Recording Professional Condenser Microphone Stereo Video Camera Mic Recorder with Fur Wind Shield for Canon Nikon Pentax Olympus Panasonic Digital SLR Camera etc

by FEENM

★★★★★ 2 customer reviews

| 3 answered questions

Price: **\$39.99** & **FREE Shipping** on orders over \$49.

[Details](#)

In Stock.

Want it Tuesday, Nov. 29? Order within **10 hrs 29 mins**

Appendix G



Belkin 6-Outlet Power Strip Surge Protector with 2-Foot Power Cord, 200 Joules (2-Pack)

by Belkin

★★★★★ 1,273 customer reviews

| 38 answered questions

Price: **\$9.99** & **FREE Shipping** on orders over \$49.
[Details](#)

In Stock.

Want it Tuesday, Nov. 29? Order within **10 hrs 27 mins** and choose **One-Day Shipping** at checkout. [Details](#)
 Ships from and sold by Amazon.com. Gift-wrap available.

Size: **2-Foot**

Appendix H

Modern Elements KD Locking Trolley JLS-100XTY

by Modern Elements

★★★★★ 2 customer reviews



About the Product

- Convenient handle and easy-glide casters
- Includes 4 removable trays
- Includes 2 locking doors

Price: ~~\$99.00~~

Sale: **\$64.95** & **FREE Shipping**

You Save: \$34.05 (34%)


In Stock. Ships from and sold by Sally Beauty Supply.

Get it Sooner. Estimated delivery on **Wednesday, Nov. 30** w choose **Two-Day Shipping** at checkout.

Ship to: TEMPE, AZ 85280 ▾

Qty: 1 ▾

[Turn on 1-click orderin](#)

 [Add to Cart](#)

[Add to List](#)

Share    



Don't settle for imitati
See the Original

The Original SitStand Desk

Appendix I



ACCIDENT PROTECTION PLAN

Roll over image to zoom in

SquareTrade 2-Year Electronics Accident Protection Plan (\$50-75)

by SquareTrade

★★★★★ 301 customer reviews

| 262 answered questions

Price: **\$5.04 & FREE Shipping**

In Stock.

Get it as soon as Dec. 1 - 6 when you choose **Standard Shipping** at checkout.

Ships from and sold by [SquareTrade](#).

Service plan term: **2 years**

Service plan covered value: **\$50-\$75**

- \$1-\$50
- \$50-\$75**
- \$75-\$100
- \$100-\$125