

***Geneva CUSD 304***  
***Content-Area Curriculum Frameworks***  
***Grades 6-12***  
**Level 4 Introduction to Documentaries and**  
**Short Stories**

<p><b><i>Mission Statement</i></b></p>	<p>As an Industrial Technology department our mission is:</p> <p>To motivate all students to develop problem-solving skills. That will promote creative thinking. Encourage exploration of the technical world around them and create a safe working environment.</p> <p>To teach all students the proper and safe way to use tools and equipment.</p> <p>To learn and use practical life skills through a variety of hands on activities and to educate students about the world of technology and all the opportunities it may have to offer.</p>
<p><b><i>Course Sequence</i></b> (Grades 6-12)</p>	<p>Level 1 TV Technology Fundamentals  Level 2 Composition for Broadcasting  Level 3 Video Essay  Level 4 Short Stories and Documentaries  Level 5 Broadcast Journalism</p>

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>Level 4 Short Story and Documentary</b></p> <p>9-12</p> <p>1-4</p> <p>Level 3</p>
<p><b>Course Description</b></p>	<p>This course is designed for students who want to further expand their knowledge and skills for screenwriting, short videos and documentaries in the field of television production. Students will have the opportunity to work in a group environment to write, produce and direct their own short video or documentary utilizing all the studio equipment and skills they learned from their previous classes. Students will also be expected to gain further experiences on the Globe Caster (character generator and animator/compositor) and DVD Authoring to support their video productions. This course will give the students further experiences writing scripts, organization, planning and problem solving, which can be used in a student's college experience for business experience. Students taking this class will be working mainly in the computer lab and TV Lab environment for completion of their projects. Attendance for this class is necessary for success. Material fees will apply for this class. <b><u>Evening and some weekends are required for completion of projects.</u></b></p> <p>Students will have the opportunity to work in a group environment to write, produce and direct their own short video or documentary utilizing all the studio equipment and skills they learned from their previous classes.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p><i>No-Budget Digital Film Making</i></p> <p>Supplemental handouts regarding storyboarding</p> <p>Supplemental handouts generated from Student Television Network with regard to how to interview, Ethics in Broadcasting, Code of Ethics from RTNDA. Various supplemental video showing techniques for interviewing, editing and reporting news.</p>

## *Unit Frameworks*

<p><b>Unit of Study: School Topics Community Topics</b></p>	<p>The students will produce either a short story segment or a documentary that will be decided during the first week of the class. There is also the possibility that as a class we have been asked to produce a documentary. Once the topic has been decided, the students divide into groups for the production of the video. Students assume the different roles for the production of the video, which include research and interviewing position and the postproduction of the video for the finished product. We meet as a class daily, however the students are given working assignments at the beginning of the semester. We research the topic as a group, then divide into smaller groups to do the video production which includes interviews, and b-roll of various people and locations for a documentary.</p> <p>If we are working on a short story, students develop a script, which is given to them from the creative writing class, and move swiftly into a production mode.</p> <p>Either category takes a semester to produce.</p>	<p>Resources that support instruction are various video that are produced by Student Television Network and various other organizations that model interviewing techniques, and methods in putting stories or segments together.</p> <p>The textbook, <i>No-Budget Digital Film Making</i> is to be used as a reference for students to refer to for video techniques for documentaries and short stories. The author take the student through various scenarios and shows inexpensive ways to build video accessories needed to shoot different types of video in different locations.</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p> <p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p> <p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p> <p><b>1.CI 1-4</b> Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed. Use topic, theme, organizational patterns, context, and point of view to guide interpretation. Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons.</p> <p><b>1C.5a.</b> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>1C.5b.</b> Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.</p>	

**3.A. J 1** Edit/revise draft documents to more effectively communicate the intended message.

**3.A. J 2** Produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences.

**3.A.J4** Format documents in final form for submission and/or publication.

**3.A.J5** Proofread for correct English conventions.

**3.B J1** Organize around a structure appropriate to purpose, audience, and context.

**3B J 2** Compose a clear thesis/claim that contains the main idea in an essay.

**3B J 3** Communicate the intended message.

**3B J 4** Elaborate ideas.

**3B J 5** Employ appropriate editing and revision strategies.

**3B J 6** Evaluate and demonstrate the use of figurative language.

**3B J 7** Critique word and/or technique choices.

**3B J 8** Publish writing using an appropriate format

**4.A. I 1-4** Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.

Analyze, synthesize, and evaluate information from recorded materials and live presentations. Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.

Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning. Analyze and evaluate verbal and nonverbal cues.

**11. A. F** Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Know and apply the concepts, principles and processes of scientific inquiry.

Formulate hypotheses, generating if-then, cause-effect statements and predictions, or choosing and explaining selection of the controlled variables.

Report the process and results of an investigation, using available technologies for presentations, or distinguishing observations that support the original hypothesis, or analyzing a logical proof or explanation of findings, or generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations.

**21.B.4** Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).

**21.B.5** Demonstrate when to lead and when to be supportive to accomplish group goals.

**24.A.5** Compare and contrast strategies to prevent conflict and resolve differences

**26.A.4b** Drama: Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.

**26.A.4e** Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.

**26.A.5** Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

**26.B.4b** Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and

	visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props). <b>26.B.4d Visual Arts:</b> Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>● To learn how to write a script for a documentary/short story.</li> <li>● To learn how to research for a documentary/short story.</li> <li>● To learn how to set production up for a documentary/short story.</li> <li>● To learn to problem solve during an interview session.</li> <li>● To learn proper interviewing techniques for a documentary.</li> </ul>	
<b>Assessments</b>	Assessment is based on the finished product of the documentary or short story. Students are graded on their story format, creativity of the story, production and post production.	Also the professionals involved will also assess the video for accuracy and information.