

2016 AVID 9/11 Video Project

Collaborators (Shedden, Weininger/Walls)

A quick synopsis of the lesson plan could be:

Shedden - will talk to students for 15 minutes with a 5 minute Q and A about 9/11

Reporter - will talk to students for 15 minutes with a 5 minute Q and A about news reporting

Weininger/Asia/Powell - 15 minutes to explain the project, share Asia's example, and introduce the rubric and expectations

The project: through iMovie and the Ken Burns effect, students will narrate a 30 second video short related to one image of 9/11, or with a second option of two images as a before/after or a compare/contrast. The lesson will support ELA standards with regard to writing, speaking, copyrights, analyzing visual images, and research. We will teach digital citizenship and responsibility by insisting all videos use only royalty free images from safe websites like: pexels.com or pixabay.com as well as bensounds.com (background music).

Mike will rough draft a rubric based on the student example and experience thus far. Walls and I will refine it on Monday to make sure it works with ELA/AVID standards as well.

Creative time: Currently, we do not have iMovie on the ipads, so Gobbell has graciously arranged computer time for us. Students will have 3 hours in class to research, select an image, do the voice over, and have the project ready for sharing. They will be due at the end of ELL class on Wednesday, September 7th. If iMovie gets pushed through by Monday, we will switch to ipads. Otherwise, we will keep this schedule.

9/11 Collaborative Visual Project
RUBRIC GUIDE

Name : _____

Image Selection

| | | | |
|---|---|---|--|
| 4 – Student selected at least one thought provoking image that is appropriate for the project | 3- Student selected a predictable image for the project | 2- Student selected an image that is somewhat relevant to the project | 1 – Student selected an image that was not relevant to the project |
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Content

| | | | |
|--|--|---|---|
| 4- Student wrote an appropriate commentary based on the image using details, engaging, and accurate language | 3- Student wrote a functional commentary based on the image with some details and clear language | 2- Student wrote an ineffective commentary based on the image with minimal details or unclear wording | 1- Student wrote a commentary without a clear topic or accurate wording |
|--|--|---|---|

Voice Over and Time Restrictions

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|--|--|--|---|
| 4- Student utilized the software effectively to share the message and provide an image and commentary for 30 seconds | 3- Student used the software effectively to share the message but did not meet the time requirements | 2- Student used the software ineffectively without communicating the message but met the time requirements | 1- Student did not utilize the software effectively to communicate the message and the project did not meet the time requirements |
|--|--|--|---|

Conventions

| | | | |
|---|---|---|--|
| 4- The student’s standard grammar and usage, sentence fluency, and organization enhanced understanding. | 3- Some grammar and usage, sentence fluency, and organizational errors. | 2- Many grammar and usage, sentence fluency, and organizational errors. | 1- The student’s standard grammar and usage, sentence fluency, and organization impeded understanding. |
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TOTAL: _____/16 _____ %