

Deer Valley Unified School District



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Unified School District

Boulder Creek High School CTE & Academic Integration



Team Leader: Michelle Coots
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CTE Course: **Media Production**

Academic Course(s): SPA 1-2; SPA 101-102

Unit Name: Media Feria

Lesson Name: Media Feria

Lesson Synopsis: Media students and Spanish students will collaborate to create and produce Spanish plays. Students will be divided into cross-curricular teams to prepare a broadcast of Spanish students' language interpretations. Both groups of students will learn broadcast terminology in Spanish and be actively involved in the production and post production.

Time Frame:

CTE Course – 4 days; following 3 months of preparation and related activities

Academic Course(s) – 4 days; following 3 months of preparation and related activities

Standards:

CTE Course –

1.6 Discuss the roles and responsibilities of position such as lighting directors, cinematographers, videographers, sound engineers, stunt coordinators, special effects coordinators, production specialists and other crew members

Academic Course(s) –

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Resources & Materials:

CTE Course –

Spanish media production vocabulary, internet/computer access, production software, video/lighting equipment

Academic Course(s) –

Spanish skits, images for production, Spanish media production vocabulary

Objectives	Check for Understanding	Unit Assessment
The learner will a. apply new vocabulary in context of media production and second language; b. prepare and perform Spanish skit for the Feria,	Spanish media production vocabulary quiz; Skit interpretation into first language; benchmark deadlines for memorizing and interpreting	Final production of skit; rubric-evaluation; self and peer-evaluation through class competition and peer-rubric evaluation; Peer critiques;

<p>integrating Media Production; c. evaluate/critique self and others using student-generated and teacher-generated rubrics. d. Reflect on personal accomplishments/challenges of integrating Spanish skits with Media Production</p>		<p>Self-reflection on what was learned through the process of integrating the two curricula.</p>
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Personalized Learning		
Interest	Learning Styles	Readiness
<p>Discuss tradition of Feria at BCHS; allow students to choose school appropriate topics for skit</p>	<p>This unit will cover all learning styles based on the nature of the project: students are reading, writing, translating, acting, working in groups, working alone, using hands-on technology, reflecting on others' work, self-reflecting, etc.</p>	<p>Students will need to learn a. Media Production vocabulary; b. Prepare and memorize Spanish skits; c. Choose topic-appropriate images for video production</p>

Learning Structures/Strategies**Set for Interest**

Teacher will discuss history of the Feria atmosphere at BCHS, as well as the cultural celebration it entails. Guidelines will be set for students to agree on a skit topic that can be integrated into a media production.

Input/Modeling

Show the "1st semester Spanish Love Song" as a model for video/media expectations. Students will then choose a topic/skit that can be integrated into video.

Check for Understanding

Students will interpret/translate skit into first language, providing a guide for media production students. Students will be quizzed on media production vocabulary. Teacher will ask for student explanations of work to informally assess for understanding.

Guided Practice

Teacher will assist student translations/interpretations; rubrics will be used for guided expectations;

Independent Practice

Students will memorize their independent scripts of the skit/interpretation.

Closure

Preview videos and bloopers for the Feria presentation and reflect on what was learned. Students will evaluate each other's videos based on rubrics, as well as complete a self-reflection on performance and new knowledge.