

COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Introduction to Video Production	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

PA Reading, Writing, Speaking, Listening

- 1.2.11 B – Use and understand a variety of media and evaluate the quality of material produced
- 1.5.11 B – Writing using well-developed content appropriate for the topic
- 1.6.11 A – Listen to others
- 1.6.11 D – Contribute to discussions
- 1.6.11 E – Participate in small and large group discussions and presentations
- 1.6.11 F – Use media for learning purposes

PA Career Education and Work

- 13.3.11 E – Evaluate strategies used to manage time and their application in different work situations
- 13.2.11 B – Analyze and evaluate complex technical tasks using sophisticated processes
- 13.3.11 C – Evaluate team member roles to describe and illustrate active listening techniques

PA Science and Technology

- 3.7.12 A – Evaluate computer operations and concepts as to their effectiveness to solve specific problems
- 3.7.12 C – Assess and apply multiple input and output devices to solve specific problems
- 3.7.12 B – Evaluate the effectiveness of computer software to solve specific problems

NBEA STANDARDS:

NBEA Standards for Information Technology

Section 4 – Input Technologies

- Select appropriate input technology to optimize performance
- Apply a variety of input technologies to maximize productivity

Section 5 – Productivity Software

- Identify productivity software appropriate for specific tasks
- Prepare projects that include a variety of media (e.g., images, text, video and audio)
- Demonstrate the transferability of skills between productivity software applications

Section 15 – Ethical and Legal Issues

- Discuss copyright rules and regulations (e.g., images, music, video, software)
- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Explain the concept of NTSC vs. PAL
- Explain the difference between analog vs. digital
- Recognize the difference between high definition and standard definition
- Read time codes and frame rates
- Describe the three major phases of video production

ACTIVITIES:

- Skills activities upon completion of lessons to measure skills learned
- Create a variety of shot composition using cameras

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application activities

DIFFERENTIATED INSTRUCTION:***Remediation / Modification:***

- Pre-assess to assess current knowledge and for grouping purposes
- Teacher, student, team, or peer assistance
- More detailed instruction for components
- Greater detailed project components with greater length and/or breadth
- More detailed instructions / directions delivered in a variety of manners (visual, auditory, etc.)
- Alternative projects or assignments

Enrichment

- Alternative assignments – teacher assigned or student choice
- Extended focus

RESOURCES:

- Final Cut Pro 6 – Diana Weynand 2007
- iLife '08 – Michael E. Cohen & Jeff Bollow 2008
- How to Cheat in Motion – Patrick Sheffield 2010
- Video – Digital Communication and Production – Jim Stinson 2008

COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Import, cut, and edit a song	TIMEFRAME: 90 Days

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PA Career Education and Work

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Section 15 – Ethical and Legal Issues

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- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Import a song
- Cut and edit a song in a given program such as Soundtrack Pro
- Fade music
- Export a song to a mp3

ACTIVITIES:

- Hands-on demonstration of camera and tripod
- Skills activities upon completion of lessons to measure skills learned
- Create a song using software provided (using edit and fade)

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application Activities

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Enrichment

- Alternative assignments – teacher assigned or student choice
- Extended focus

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- How to Cheat in Motion – Patrick Sheffield 2010
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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Camera Angles and Shot Composition	TIMEFRAME: 90 Days

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Section 4 – Input Technologies

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Section 5 – Productivity Software

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Section 15 – Ethical and Legal Issues

- Discuss copyright rules and regulations (e.g., images, music, video, software)
- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Explain the concept of camera angles
- Name the principal types of camera angles
- Vary shot types effectively
- Create continuity of action

ACTIVITIES:

- Hands-on demonstration of camera and tripod
- Skills activities upon completion of lessons to measure skills learned
- Create a variety of shot composition using cameras

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application Activities

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- Alternative projects or assignments

Enrichment

- Alternative assignments – teacher assigned or student choice
- Extended focus

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- iLife '08 – Michael E. Cohen & Jeff Bollow 2008
- How to Cheat in Motion – Patrick Sheffield 2010
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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Basic Video Editing	TIMEFRAME: 90 Days

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PA Career Education and Work

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PA Science and Technology

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Section 15 – Ethical and Legal Issues

- Discuss copyright rules and regulations (e.g., images, music, video, software)
- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Identify parts a window including browser, viewer, and canvas
- Organize project elements
- Rename clips and create bins
- Mark in and out points of a clip
- Add clip to timeline
- Cut clips on timeline

ACTIVITIES:

- Hands-on demonstration of software skills
- Skills activities upon completion of lessons to measure skills learned
- Create a simple video practicing the above objectives.

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application activities
- Cumulative projects
- Quizzes
- Tests

DIFFERENTIATED INSTRUCTION:***Remediation / Modification:***

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- Alternative projects or assignments

Enrichment

- Alternative assignments – teacher assigned or student choice
- Extended focus

RESOURCES:

- Final Cut Pro 6 – Diana Weynand 2007
- iLife '08 – Michael E. Cohen & Jeff Bollow 2008
- How to Cheat in Motion – Patrick Sheffield 2010
- Video – Digital Communication and Production – Jim Stinson 2008

COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Text and transitions	TIMEFRAME: 90 Days

PA ACADEMIC STANDARDS:

PA Reading, Writing, Speaking, Listening

- 1.2.11 B – Use and understand a variety of media and evaluate the quality of material produced
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PA Career Education and Work

- 13.3.11 E – Evaluate strategies used to manage time and their application in different work situations
- 13.2.11 B – Analyze and evaluate complex technical tasks using sophisticated processes
- 13.3.11 C – Evaluate team member roles to describe and illustrate active listening techniques

PA Science and Technology

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NBEA STANDARDS:

NBEA Standards for Information Technology

Section 4 – Input Technologies

- Select appropriate input technology to optimize performance
- Apply a variety of input technologies to maximize productivity

Section 5 – Productivity Software

- Identify productivity software appropriate for specific tasks
- Prepare projects that include a variety of media (e.g., images, text, video and audio)
- Demonstrate the transferability of skills between productivity software applications

Section 15 – Ethical and Legal Issues

- Discuss copyright rules and regulations (e.g., images, music, video, software)
- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Prepare a project for titles
- Work with video generators
- Use master templates
- Edit text
- Apply transitions
- Modify and copy transitions

ACTIVITIES:

- Hands-on demonstration of software skills
- Skills activities upon completion of lessons to measure skills learned
- Create a video that incorporates text and video transitions

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application Activities
- Cumulative Projects
- Quizzes
- Tests

DIFFERENTIATED INSTRUCTION:***Remediation / Modification:***

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- Alternative projects or assignments

Enrichment

- Alternative assignments – teacher assigned or student choice
- Extended focus

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- Final Cut Pro 6 – Diana Weynand 2007
- iLife '08 – Michael E. Cohen & Jeff Bollow 2008
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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Audio	TIMEFRAME: 90 Days

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PA Reading, Writing, Speaking, Listening

- 1.2.11 B – Use and understand a variety of media and evaluate the quality of material produced
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PA Career Education and Work

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Section 15 – Ethical and Legal Issues

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- Demonstrate the appropriate use of intellectual property

UNIT OBJECTIVES:

- Edit and organize audio effects
- Monitor and adjust audio levels
- Fade volume
- Record a narration track
- Import CD tracks

ACTIVITIES:

- Create a video incorporating audio tracks, sound effects, and audio adjustments

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application activities
- Cumulative projects
- Quizzes
- Tests

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Enrichment

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- Extended focus

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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Filters/Special effects in video	TIMEFRAME: 90 Days

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UNIT OBJECTIVES:

- Apply video filters
- View and modify filters
- Apply filters for image correction
- Apply filters to multiple clips
- Use tools to adjust filters
- Animate filters using keyframes

ACTIVITIES:

- Hands-on demonstration of software skills
- Skills activities upon completion of lessons to measure skills learned
- Add filters/special effects to video project

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application activities
- Cumulative projects
- Quizzes
- Tests

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Enrichment

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- Extended focus

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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Storyboarding & Script Writing	TIMEFRAME: 90 Days

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- 1.2.11 B – Use and understand a variety of media and evaluate the quality of material produced
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UNIT OBJECTIVES:

- Discuss a video program in terms of subject, objectives, audience, length, and concept
- Develop a storyboard illustrating a video sequence
- Create a script for a video scene

ACTIVITIES:

- Hands-on demonstration of camera and tripod
- Skills activities upon completion of lessons to measure skills learned
- Create a storyboard and script for a video

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application Activities

DIFFERENTIATED INSTRUCTION:***Remediation / Modification:***

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Enrichment

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COURSE: Digital Media	GRADE(S): 10 – 12
UNIT: Greenscreen effects and advanced text	TIMEFRAME: 90 Days

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UNIT OBJECTIVES:

- Use the greenscreen technique to create alternate backgrounds
- Use the greenscreen technique to create advanced effects such as flying
- Create advanced text using templates

ACTIVITIES:

- Hands-on demonstration of camera and tripod
- Skills activities upon completion of lessons to measure skills learned
- Create a short video with greenscreen techniques included
- Create a video with advanced text features using templates

ASSESSMENTS:

- Pre-assessment (to assess current knowledge and for grouping purposes)
- Skills-based assignments (to measure software skills learned)
- Ongoing teacher observation
- Application Activities

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