

## Curriculum: Video Productions

### Curricular Unit: Vocabulary

### Instructional Unit: **A. Define terms related to the video production process**

#### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (CA) 1,3 (FA) 3 CCSS: 11-12.RI.4; 11-12.W.2a NETS: 3b Performance: 1.4, 1.5, 1.8
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#### **Unit (Section 3)**

##### Learning Targets:

- Utilize online and technical print resources to define terms related to video production/broadcasting and utilize them in context specific situations

##### Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guidance</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Written exam</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Given the 20 video production terms below, match with the correct definition.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 1
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Curriculum: Video Productions

Curricular Unit: Digital Files

Instructional Unit: **B. Classify and differentiate types of files used in digital applications**

**Standard Alignments (Section 2)**

GLE/CLE: N/A

Knowledge: (CA) 1,3

CCSS: 11-12.RI.4; 11-12.W.8; 11-12.RST.7

NETS: 3b,c

Performance: 1.4, 1.6, 1.8

**Unit (Section 3)**

Learning Targets:

- Utilize online resources to classify and differentiate digital file extensions to match them to appropriate media and source editors

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edmodo and/or written quizzes to check understanding</li> <li>Q&amp;A</li> <li>Pair share</li> <li>Teacher: <ul style="list-style-type: none"> <li>guidance</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: <ul style="list-style-type: none"> <li>Written exam</li> <li>News Story package</li> </ul> </li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Which of the following audio formats is a highly compressed, low quality file generally for Internet use? <ol style="list-style-type: none"> <li>m2v</li> <li>wma</li> <li>wav</li> <li>mp3</li> </ol> </li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Video Productions

Curricular Unit: Digital Files

Instructional Unit: **C. Electronically organize and manage digital files**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (FA) 1  
CCSS: 11-12.RST.3  
NETS: 6a,b  
Performance: 1.4, 2.7

### **Unit (Section 3)**

Learning Targets:

- Organize local computer and network sharing to setup folders/subfolders by project type to save and share files.

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: Direct view of file management software, such as: <ul style="list-style-type: none"> <li>Adobe Bridge</li> <li>Windows Explorer</li> </ul> throughout a project to preview that appropriate folders/files are in place</li> <li>Summative: Screen captures at the conclusion of the project to verify that appropriate folders/files are in place</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Demonstrate the creation and printing of a screen capture of a file management application (WIN Explorer, Adobe Bridge, cloud storage) showing organization of files by project and file type.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Edmodo</li> <li>Technical manuals/textbooks</li> <li>Adobe Editing Suite (Bridge)</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Video Productions

Curricular Unit: Digital Files

Instructional Unit: **D: Critique and modify audio video files**

### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (CA) 5,6  
CCSS: 11-12.RST.9  
NETS: 4b; 6c  
Performance: 2.2, 2.5, 3.5

### **Unit (Section 3)**

Learning Targets:

- Critique completed audiovisual projects through self-assessment, peer evaluation and teacher feedback according to the scoring guide; then modify the project for final production

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations
- Self-assessment and peer assessment using a scoring guide

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: <ul style="list-style-type: none"> <li>• Peer evaluations</li> <li>• Teacher feedback</li> <li>• Self-assessment based upon scoring guide</li> </ul> </li> <li>• Summative: Teacher assessment based upon a news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Complete the video production reflection form as it relates to the 8 phases of video production.</li> <li>• Utilize the video production-scoring guide to assess your team's news story.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> <li>• Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 4
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## Curriculum: Video Productions

### Curricular Unit: Create, Produce, Modify Digital Files

Instructional Unit: E. Construct/create organizational tools and content in the preproduction phase of planning multimedia productions (e.g., storyboarding, video plan, outlining, flowcharts, schedules, infographics)

#### Standard Alignments (Section 2)

GLE/CLE: N/A

Knowledge: (CA) 1,4 (FA) 1

CCSS: 11-12.W.2a; 11-12.W.5; 11-12.W.10; 11-12.WHST.8; 11-12.WHST.10

NETS: 3b; 4b

Performance: 1.4, 1.8, 1.10, 2.2

#### Unit (Section 3)

Learning Targets:

- Create and utilize the following organizational tools to plan and organize news stories:
  - Outlines
  - Video plan/schedules
  - Flowcharts
  - Infographics

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

<ul style="list-style-type: none"> <li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li> <li>• Formative feedback to: <ul style="list-style-type: none"> <li>• give positive feedback and suggestions for improvement</li> <li>• clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: <ul style="list-style-type: none"> <li>• Submit sample: <ul style="list-style-type: none"> <li>• outlines</li> <li>• schedules</li> <li>• video plans</li> </ul> for group and teacher review</li> <li>• Utilize online Infographics generators</li> </ul> </li> <li>• Summative: Teacher assessment based upon news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Name and describe 3 tools used in the preproduction phase of video production.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Google apps</li> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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## Curriculum: Video Productions

### Curricular Unit: Create, Produce, Modify Digital Files

Instructional Unit: F. Produce digitally scanned images saved with appropriate file formats and resolutions

#### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: (CA) 3 (FA) 1 CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9 NETS: 1a; 6a,b,d Performance: 1.4, 1.6, 1.8
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#### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>Utilize a flatbed scanner to produce a digital version of analog images (photos, newspaper stories, printed documents) in jpeg and tiff formats with appropriate resolutions for print and video production</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>Guided practice to demonstrate software:<ul style="list-style-type: none"><li>capabilities</li><li>modeling</li><li>quality vs. unacceptable work</li></ul></li><li>Independent practice to give students opportunities to create samples of quality work</li><li>Differentiated instruction for:<ul style="list-style-type: none"><li>visual learners</li><li>auditory learners</li><li>one-on-one instruction</li></ul></li><li>Academic labs available to give individual assistance to students:<ul style="list-style-type: none"><li>with makeup work</li><li>who need reinforcement</li></ul></li><li>Small group discussions to:<ul style="list-style-type: none"><li>determine relevance of news stories</li><li>offer feedback</li></ul></li><li>Online software tutorials to learn specific editing skills to a specific project</li><li>Hands-on demonstrations with equipment to ensure student understanding of operations and safety</li><li>Business partners/guest speakers to relate real-world job assignments to classroom instruction</li><li>Formative feedback to:<ul style="list-style-type: none"><li>give positive feedback and suggestions for improvement</li><li>clarify expectations</li></ul></li></ul>

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: Teacher review of sample scanned images to verify correct format and resolution in an image-editing program such as Adobe Photoshop</li> <li>• Summative: Teacher assessment based upon news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• What are 3 setup decisions when scanning analog images (hard copy) to a digital format?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Google apps</li> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Video Productions

Curricular Unit: Create, Produce, Modify Digital Files

Instructional Unit: **G. Modify and manipulate graphics, photos and images (e.g., color, filters, tints, adjustments)**

### **Standard Alignments (Section 2)**

VAGLE: EP.1.E,F (Level 2); EP.2.B,C (Levels 2-4)

Knowledge: (CA) 3,5 (FA) 1

CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.RST.9

NETS: 1a; 3c

Performance: 1.4, 1.6, 1.8, 3.2

### **Unit (Section 3)**

Learning Targets:

- Utilize editing software (Adobe Premiere, Photoshop) to modify and manipulate the quality and resolution of images to be suitable for video production

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Edit sample photo image: <ul style="list-style-type: none"> <li>size</li> <li>resolution</li> <li>quality</li> </ul> </li> <li>The teacher will manually review files to determine suitability for video production</li> </ul> </li> <li>Summative: Teacher assessment based upon news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>What resolution is typical of images in video production? Print publications?</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Edmodo</li> <li>Google apps</li> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Video Productions

Curricular Unit: Create, Produce, Modify Digital Files

Instructional Unit: **H. Create image, title and/or video animations**

**Standard Alignments (Section 2)**

VAGLE: PP.1.C (Level 2,4); PP.3.B (Level 3,4)  
Knowledge: (CA) 3,5 (FA) 1  
CCSS: 11-12.SL.5; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
NETS: 1a; 6a-c  
Performance: 1.4, 1.6, 1.8, 2.5

**Unit (Section 3)**

Learning Targets:

- Utilize digital editing software (Adobe Premiere, Photoshop, AfterEffects) to create titles, animations, infographics and images used in the video production of news stories

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Teacher and peer review of projects</li> <li>Teacher monitoring and feedback</li> </ul> </li> <li>Summative: Teacher assessment based upon news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Describe the purpose of a keyframe and how they are used to create animation or effects to audio and/or video clips.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Edmodo</li> <li>Google apps</li> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> <li>Video production equipment, such as: <ul style="list-style-type: none"> <li>audio</li> <li>video</li> <li>lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: Video Productions

Curricular Unit: Record, Capture, Import, Export Digital Files

Instructional Unit: **I. Record, edit, export and import digital audio files**

### **Standard Alignments (Section 2)**

VACLE: PP.1.C (Level 4); PP.3.B (Level 3,4)  
Knowledge: (CA) 3,5 (FA) 1  
CCSS: 11-12.SL.5; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
NETS: 1b; 6b  
Performance: 1.4, 2.5

### **Unit (Section 3)**

Learning Targets:

- Utilize recording equipment (camcorder, audio studio) to record digital audio footage and voice overs
- Export audio files to appropriate file formats
- Import audio files into video editor
- Edit audio files as necessary and add to video package
- Create “J” and/or “L” cuts

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

<ul style="list-style-type: none"> <li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li> <li>• Formative feedback to: <ul style="list-style-type: none"> <li>• give positive feedback and suggestions for improvement</li> <li>• clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative – Teacher: <ul style="list-style-type: none"> <li>• and peer review of digitally recorded audio files for clarity and quality</li> <li>• monitoring</li> <li>• guidance</li> <li>• feedback</li> </ul> </li> <li>• Summative: Teacher assessment based upon news story scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Explain how “J” and “L” audio cuts are created and give an example of how one might be used to grab the attention of an audience.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Google apps</li> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> <li>• Adobe Editing Suite</li> <li>• Video production equipment, such as: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 4
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## Curriculum: Video Productions

### Curricular Unit: Record, Capture, Import, Export Digital Files

**Instructional Unit: J. Capture and/or import video and still images from a variety of sources (e.g., video camcorder, digital SLR camera, Internet, media storage devices)**

#### Standard Alignments (Section 2)

GLE/CLE: N/A  
Knowledge: (CA) 3,5 (FA) 1  
CCSS: 11-12.RST.3; 11-12.RST.7; 11-12.WHST.8  
NETS: 6c  
Performance: 1.4, 2.5, 3.5

#### Unit (Section 3)

##### Learning Targets:

- Capture or transfer digital media from:
  - memory cards
  - the Internet
  - video camcorders
  - DSLR cameras
- USB devices (i.e., external hard drives, card readers)

##### Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

<ul style="list-style-type: none"> <li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li> <li>• Formative feedback to: <ul style="list-style-type: none"> <li>• give positive feedback and suggestions for improvement</li> <li>• clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: <ul style="list-style-type: none"> <li>• Peer practice and observation</li> <li>• Teacher: <ul style="list-style-type: none"> <li>• guidance</li> <li>• monitoring</li> <li>• feedback</li> </ul> </li> </ul> </li> <li>• Summative: Video package scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Demonstrate the correct procedure for connecting a camera/camcorder to the computer via USB and import files into a file management system.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Google apps</li> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> <li>• Adobe Editing Suite</li> <li>• Video production equipment, such as: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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## Curriculum: Video Productions

### Curricular Unit: Record, Capture, Import, Export Digital Files

Instructional Unit: **K. Export (transfer/output) digital video projects into multiple formats for a variety of purposes (e.g., MPEG2, avi, mov, fla, wmv)**

#### Standard Alignments (Section 2)

GLE/CLE: N/A

Knowledge: (CA) 3,5 (FA) 1

CCSS: 11-12.RI.4; 11-12.RI.7; 11-12.W.6; 11-12.RST.3; 11-12.RST.9

NETS: 2a,b; 6b

Performance: 1.4, 1.8

#### Unit (Section 3)

Learning Targets:

- Export video projects into formats suitable for web publishing (Flash, mpeg)
- Export video projects into formats suitable for DVD production
- Export video projects into formats suitable for industry players (Microsoft Media Player, Apple QuickTime Player)

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction

<ul style="list-style-type: none"> <li>Formative feedback to: <ul style="list-style-type: none"> <li>give positive feedback and suggestions for improvement</li> <li>clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Guided and independent practice projects</li> <li>Peer evaluation (news director)</li> </ul> </li> <li>Summative: Monthly news packages for upload to website</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Indicate the export settings for a high definition audio-visual file that is intended for use in DVD production.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Edmodo</li> <li>Google apps</li> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> <li>Video production equipment, such as: <ul style="list-style-type: none"> <li>audio</li> <li>video</li> <li>lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 4
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## Curriculum: Video Productions

### Curricular Unit: Communication within Video Production

#### Instructional Unit: **L. Write, design, and modify titles for video production**

##### **Standard Alignments (Section 2)**

VAGLE: PP.1.C (Level 4); PP.3.B (Levels 3,4)  
Knowledge: (CA) 1,3,5 (FA) 1  
CCSS: 11-12.W.5; 11-12.SL.5; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9  
NETS: 1b; 6b  
Performance: 1.4, 2.1

##### **Unit (Section 3)**

###### Learning Targets:

- Create titles in image editing software (Adobe Photoshop)
- Create titles in video editing software (Adobe Premiere)
- Edit title typographical attributes as necessary to fit video sequence

###### Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety
- Business partners/guest speakers to relate real-world job assignments to classroom instruction
- Formative feedback to:
  - give positive feedback and suggestions for improvement
  - clarify expectations

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>Formative: <ul style="list-style-type: none"> <li>Peer: <ul style="list-style-type: none"> <li>practice</li> <li>observation</li> </ul> </li> <li>Teacher: <ul style="list-style-type: none"> <li>guidance</li> <li>monitoring</li> <li>feedback</li> </ul> </li> </ul> </li> <li>Summative: Video package scoring guide</li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>Describe how each of the following spacing techniques is utilized in typography. (leading, kerning, tracking)</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>Edmodo</li> <li>Google apps</li> <li>Technical manuals/textbooks</li> <li>Online resources</li> <li>Adobe Editing Suite</li> <li>Video production equipment, such as: <ul style="list-style-type: none"> <li>audio</li> <li>video</li> <li>lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>ELA: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Language</li> <li>Speaking and listening</li> </ul> </li> <li>Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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Curriculum: Video Productions

Curricular Unit: Communication within Video Production

Instructional Unit: **M. Compose/frame video shots utilizing the WALLDO technique**

### **Standard Alignments (Section 2)**

VAGLE: PP.1.C (Levels 2,4); PP.3.B (Levels 3,4); EP.2.B (Levels 2-4);  
EP.2C (Levels 2-4)  
Knowledge: (CA) 5,6 (FA) 1,4  
CCSS: 11-12.SL.5; 11-12.RST.3; 11-12.RST.9  
NETS: 1b; 6a,b,d  
Performance: 1.4, 2.5

### **Unit (Section 3)**

Learning Targets:

- Analyze an online news story and identify camera shots by the WALLDO (wide, angle, low, linking, depth, opposite) technique of framing a scene
- Utilize a still digital camera to frame/compose a photo for each WALLDO shot
- Utilize a digital camcorder to frame/compose a video scene for each WALLDO shot

Instructional Strategies:

- Guided practice to demonstrate software:
  - capabilities
  - modeling
  - quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Small group discussions to:
  - determine relevance of news stories
  - offer feedback
- Online software tutorials to learn specific editing skills to a specific project
- Hands-on demonstrations with equipment to ensure student understanding of operations and safety

<ul style="list-style-type: none"> <li>• Business partners/guest speakers to relate real-world job assignments to classroom instruction</li> <li>• Formative feedback to: <ul style="list-style-type: none"> <li>• give positive feedback and suggestions for improvement</li> <li>• clarify expectations</li> </ul> </li> </ul>
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Formative: <ul style="list-style-type: none"> <li>• Written quiz to identify framing/composition of video and photographic images</li> <li>• Collaborative activity with a peer to frame and compose video and photographic shots</li> <li>• Teacher: <ul style="list-style-type: none"> <li>• monitoring</li> <li>• guidance</li> <li>• feedback</li> </ul> </li> <li>• Peer evaluation</li> </ul> </li> <li>• Summative: <ul style="list-style-type: none"> <li>• Written test to identify framing/composition of video and photographic images</li> <li>• Teacher assessment based upon news story scoring guide</li> </ul> </li> </ul>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Compose/setup and videotape a shot for each of the WALLDO filming techniques. Import into a video editor, edit the clips, create an identifying title, and export to an appropriate format for viewing on a computer-based media player.</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• Edmodo</li> <li>• Google apps</li> <li>• Technical manuals/textbooks</li> <li>• Online resources</li> <li>• Adobe Editing Suite</li> <li>• Video production equipment, such as: <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• lighting</li> </ul> </li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking and listening</li> </ul> </li> <li>• Visual Arts</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 2
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