

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**TECHNOLOGY EDUCATION DEPARTMENT**

# **VIDEO EDITING & MEDIA PRODUCTION 1**

Grade Level: 9-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2014**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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## VIDEO EDITING AND MEDIA PRODUCTION I

### COURSE PHILOSOPHY

*Video Editing and Media Production I* focuses on the historical impacts that different innovations in mass media have had on cultures both past and present. Once students have gained an appreciation for the power of media, they will learn the steps of the film creation process, which will guide them through the creative process of producing original media. Students will learn how to create moving image media safely while using the most up-to-date cameras and software editing programs available.

### COURSE DESCRIPTION

This course will explore the history of television and cinema and the impact they continue to have on our society. Students will write, film and edit their own digital videos including: movie trailers, infomercials, public service announcements, and other short films using up to date filming techniques and digital editing software. Students will learn about possible career paths in the film industry, including videographer and television producer.

### COURSE SUMMARY

#### OVERARCHING GOALS

CG1: Students will apply each step of the film creation process to create an original work.

CG2: Students can analyze the effects of moving image media on society by understanding the history of media, and how media can be manipulated.

CG3: Students will demonstrate safe techniques using a digital camcorder to effectively convey the creator's message.

#### OVERARCHING ENDURING UNDERSTANDINGS

CEU1: Media is any form of communication between people.

CEU2: Safety and appropriate use of equipment on the production set is the most important priority.

CEU3: Film creation follows a process to produce cohesive, imaginative final products.

#### OVERARCHING ESSENTIAL QUESTIONS

CEQ1a: What is media?

CEQ1b: Why is moving image media important?

CEQ1c: How does moving image media affect our society's culture?

CEQ2a: What are some common safety issues on a production set?

CEQ2b: What procedures can we follow to make sure nobody gets injured?

CEQ2c: How can we protect our equipment to make sure it is safe for others to use?

CEQ3a: What is the film creation process?

CEQ3b: How can you incorporate your own life experiences to make your productions original and authentic?

## UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<a href="#"><u>Unit 1: Media as a Part of Society</u></a>	<p>LG1: Students will be able to analyze the current effects of moving image media on society by understanding the history of media and how media can be manipulated.</p> <p>LG2: Students will be able to compare innovations made in media technology that created the Information Age and evaluate the historical and cultural impacts those innovations have had on society.</p>	6 weeks
<a href="#"><u>Unit 2: Editing Media to Create a Forced Perspective</u></a>	<p>LG1: Students will assess the ethical responsibility that all media creators have and will be able to create new media in a conscientious and ethical manner.</p> <p>LG2: Students will be able to create moving image media by demonstrating the basic tools in a non-linear editing program.</p>	6 weeks
<a href="#"><u>Unit 3: Recording Images to Fit Your Story</u></a>	<p>LG1: Students will be able to safely use effective camera techniques to convey the creator's message.</p> <p>LG2: Students will effectively create storyboards to complete the pre-production phase of creating new media.</p>	3 weeks
<a href="#"><u>Unit 4: Screenplay Writing</u></a>	<p>LG1: Students will create a screenplay by applying the concepts from the first four steps of the film creation process.</p> <p>LG2: Students will demonstrate the appropriate use of specialized screenplay writing software to write an industry standard screenplay.</p>	2 weeks
<a href="#"><u>Unit 5: Using Media to Create Effective Advertising</u></a>	<p>LG1: Students will critique television commercials by analyzing the effectiveness of the key elements.</p> <p>LG2: Student will create an effective television commercial that sells an existing or original product.</p>	5 weeks
<a href="#"><u>Unit 6: Recording with Auxiliary Audio Devices</u></a>	<p>LG1: Students will be able to choose the most effective microphone given a situation and justify their choice.</p> <p>LG2: Students will be able to effectively use a USB studio microphone and accompanying software to record audio directly to the computer.</p>	1 week
<a href="#"><u>Unit 7: Using Media to Influence Public Opinion</u></a>	<p>Students will create an effective public service announcement on a contemporary issue that reaches its target audience.</p>	5 weeks
<a href="#"><u>Unit 8: Planning, Producing, and Editing Original Media</u></a>	<p>Students will be able to work collaboratively to create a culminating independent project that applies all the steps of the film creation process.</p>	6 weeks

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will be able to analyze the current effects of moving image media on society by understanding the history of media and how media can be manipulated.

LG2: Students will be able to compare innovations made in media technology that created the Information Age and evaluate the historical and cultural impacts those innovations have had on society.

**UNIT LEARNING SCALE – LG1**

4	In addition to level 3 performances, I can explain how the effects of media will shape our future.
3	I can: <ul style="list-style-type: none"> <li>• describe media;</li> <li>• provide at least three examples of media;</li> <li>• explain the effects of media on today's society.</li> </ul>
2	I can reach level three performances for one or two examples of media.
1	I can provide examples of media but cannot explain their effects on today's society.
0	I cannot describe what media is without help.

**UNIT LEARNING SCALE – LG2**

4	In addition to level 3 performances, I can analyze the different contributions and draw conclusions about the effects the contributors had on the motion picture industry.
3	I can: <ul style="list-style-type: none"> <li>• compare the five biggest contributors to early moving image media;</li> <li>• evaluate the different historical and cultural contributions of the contributors.</li> </ul>
2	I can do the level 3 performances for most of the contributors.
1	I know the biggest contributors to moving image media but I'm not sure of their contribution.
0	I do not know the biggest contributors to moving image media.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

EU1: Media is any form of communication between people.	EQ1a: What is media? EQ1b: Why is moving image media important?
EU2: Moving image media has an aesthetic value that fosters artistic appreciation, interpretation, imagination, significance and value.	EQ2a: How would life be without film and video? EQ2b: Why do I enjoy certain films or videos over others? EQ2c: What characteristics do we use to perceive the quality of a film or video?
EU3: Innovations in media technology have driven historical and cultural changes in the societies they present themselves in.	EQ3a: How does moving image media affect our society's culture? EQ3b: How has media technology changed your life? EQ3c: How has technology improved or hurt the way we communicate?

**NJCCCS & COMMON CORE STANDARDS**

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.F.3 Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.

9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.



9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, EQ1b, EU2, EQ2a, EQ2b, EU3, EQ3a, EQ3b, EQ3c 9.1.12.A.1, 8.1.12.F.2 9-10.RST.1, 9-10.RST.3, 9-10.RST.4 DOK 3	Students will analyze the major contributors to moving image media and the history of its technological innovations, artistic appreciation of its content, and provide evidence of an understanding of the cultural impacts moving image media has had. Students will write a narrative piece on how moving media has affected their lives.

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will create a multimedia presentation about a television show whose storyline and ratings have declined, citing evidence that the show has “Jumped the Shark.” Students will critique each other’s presentations.   Students have the choice of what show to research and which program to use to develop their presentation.	“Jump the Shark”  DOK 1	Synthesize a presentation from gathered research from multiple sources  DOK 4
Students will research a particular innovation or time period of their choosing and share their results with the class.   Students can be assigned innovations or time periods based on their ability.	Edison, Melies, Farnsworth, Griffith, Eastman, Cameras, Film, Editing, Talkies, Nickelodeon, Kinetoscope  DOK 1	Investigate the impact of innovations in technology related to moving image media  DOK 3

**VIDEO EDITING AND MEDIA PRODUCTION**  
**UNIT 2: EDITING MEDIA TO CREATE A FORCED PERSPECTIVE**

**SUGGESTED DURATION: 6 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will assess the ethical responsibility that all media creators have and will be able to create new media in a conscientious and ethical manner.  
 LG2: Students will be able to create moving image media by demonstrating the basic tools in a non-linear editing program.

**UNIT LEARNING SCALE – LG1**

4	In addition to level 3 performances, I can infer future ethical issues in new media.
3	I can assess what constitutes the ethical use of media and I am confident I can create new media within socially responsible guidelines.
2	I can assess what constitutes the ethical use of media and can probably create new media that is socially responsible.
1	I can assess what constitutes the ethical use of media but cannot create new media that is socially responsible.
0	I am not fully sure what ethical use of media is.

**UNIT LEARNING SCALE – LG 2**

4	In addition to level 3 performances, I could teach a fellow classmate how to use the five core tools.
3	I can independently use the five core tools and their application in a non-linear editing software program.
2	With help or minor mistakes, I can use the five core tools and their application in a non-linear editing software program.
1	I know most of the five core tools and their application in a non-linear editing program.
0	I'm confused about how the tools work.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

EU1: Moving image media can have powerful effects on its viewers.	EQ1a: How has media affected you emotionally in the past? EQ1b: How can moving image media affect the way viewers perceive situations? EQ1c: Is the way moving image media affects human emotions always a good thing? Why or why not?
EU2: Any video can be manipulated through editing to suit the needs of its creator.	EQ2a: How can media be manipulated to show a specific point of view? EQ2b: How has the manipulation of media affected historical events? EQ2c: Is it ever ethical to manipulate media?
EU3: As technology continues to become more diverse and powerful, creators of new media need to be socially responsible.	EQ3a: What does it mean to be socially responsible? EQ3b: How do ethical responsibilities affect the way we design video productions?

**NJCCCS & COMMON CORE STANDARDS**

- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
- 9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

**NJCCCS & COMMON CORE STANDARDS**



9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  
 9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  
 9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.  
 9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG2 EU1, EQ1a, EQ1b, EQ1c, EU2, EQ2a, EQ2b, EQ2c 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2, 9.1.12.F.3 9-10.RST.1, 9-10.RST.3 9-10.RST.4, 9-10.WHST.4 DOK 4	Students will create an alternative narrative/theme to an existing film by creating a movie trailer that successfully changes the film’s genre and forces the audience to see the film in a new light.
LG1, LG2 EU1, EQ1a, EQ1b, EQ1c, EU2, EQ2a, EQ2b, EQ2c, EU3, EQ3a, EQ2b 8.1.12.D.2, 9.1.12.A.1 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6 9-10.RST.1, 9-10.RST.3 9-10.RST.4, 9-10.WHST.4 DOK 4	Students will create a campaign advertisement for a fictional political candidate. The source material will only provide a picture of the candidate, the opposing candidate, and pros/cons of the candidate. The students will have to choose whether to make a positive or negative campaign ad. The ads will be evaluated by the class to judge effectiveness and ethicality of the videos.



## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will create a video time capsule detailing what they would want future generations to know about the current civilization. Students will include sound, transitions, effects, titles, and importing media to create their video. Students should use non-linear editing software such as Windows Movie Maker, Sony Vegas, or Adobe Premiere to edit their video.</p> <p> The length and the amount of detail in the video should be based upon the student's ability level.</p>	<p>Transitions, Effects, Dissolve, Fade, Tracks, Time Capsule, NLE, Render, WMV</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Use basic functions in a non-linear editor including adding sound, titles, transitions, and effects</li> <li>• Create a visually appealing rendered video</li> <li>• Critique the work of others in a constructive manner</li> </ul> <p>DOK 4</p>
<p>Students will use computers to research media demonstrating the unethical behavior of early television advertisers. Students will view several examples of advertisements (especially 1950's and 1960's era television) highlighting unethical themes and sales techniques. They will be asked to write down hypothetical examples of how it might appear if those same themes/techniques existed in today's media environment.</p> <p> This can be done independently, with partners, or as a whole class discussion. Students can list three examples of unethical techniques or themes from the "Golden Age" of television.</p>	<p>Ethics, Bias, Advertising, Propaganda</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Differentiate between ethical and non-ethical behavior</li> </ul> <p>DOK 3</p>

**VIDEO EDITING AND MEDIA PRODUCTION**  
**UNIT 3: RECORDING IMAGES TO FIT YOUR STORY**

**SUGGESTED DURATION: 3 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will be able to safely use effective camera techniques to convey the creator’s message.

LG2: Students will effectively create storyboards to complete the pre-production phase of creating new media.

**UNIT LEARNING SCALE – LG1**

4	In addition to level 3 performances, I can assist others in effectively using camera techniques.
3	I can convey the creator’s message safely using effective camera techniques.
2	I can safely use effective camera techniques.
1	I know that I should be safe when using a camera but I'm not sure of all the things that need to be done.
0	I don't know how to safely use a camera.

**UNIT LEARNING SCALE – LG2**

4	In addition to level 3 performances, I am confident enough in my abilities that I can help the other members of my class.
3	I can create a storyboard to complete the pre-production phase.
2	I know what a storyboard is and I know enough of the production details needed in the storyboard that the filming will be easier.
1	I can create a storyboard with help.
0	I don't understand what a storyboard needs.

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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<p>EU1: Safety and appropriate use of equipment on the production set is the most important priority.</p>	<p>EQ1a: What are some common safety issues on a production set?                      EQ1b: What procedures can we follow to make sure nobody gets injured?                      EQ1c: How can we protect our equipment to make sure it is safe for others to use?</p>
<p>EU2: Selection of video and film technology tools should be based on the scope and purpose of the project.</p>	<p>EQ2a: What are the best tools to use for various situations and productions?                      EQ2b: What qualities should be considered when selecting video equipment?</p>
<p>EU3: Successful media productions are the result of careful pre-production planning including scripting and storyboarding.</p>	<p>EQ3a: Can a video be effective without pre-production work?                      EQ3b: What procedures should be followed to plan an effective media production?</p>

**NJCCCS & COMMON CORE STANDARDS**

- 8.1.12.A.2 Produce and edit a multipage document for a commercial or professional audience using desktop publishing and/or graphic software.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Common use guidelines.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3 Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad.
- 9.1.12.F.1 Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

**NJCCCS & COMMON CORE STANDARDS**

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.



9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, EQ1b, EQ1c, EU2, EQ2a, EQ2b, EU3, EQ3a, EQ3b, 8.1.12.A.2, 9.1.12.A.1, 9.1.12.F.2, 9.3.12.C.6, 9.1.12.F.1 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	<ul style="list-style-type: none"> <li>Students will demonstrate the safe, appropriate use of video equipment. Specifically, students will demonstrate that they can safely utilize a camera.</li> <li>Students are provided with a set narrative and will create a storyboard based on the narrative.</li> </ul>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will create a short film highlighting the journey of an inanimate object through the course of its “day” while completing a checklist of specific shots and angles necessary for them to be proficient when filming. Students will use digital film cameras and computers to record and edit moving image media.   Utilize flexible grouping.	Film Shot, Camera Angle, Editing, Tripod, Composition, Sequence, Storyboard  DOK 1	<ul style="list-style-type: none"> <li>Record safely using a digital camera</li> <li>Create a complete sequence of film shots using a non-linear editing program</li> </ul> DOK 4
Students will create a storyboard to plan a mock news broadcast. Camera shots, titles, audio, video, and props will be documented. Students can complete the storyboard drawings on a tablet or iPad using storyboarding applications.   Students working at a higher level can take on more responsibility within the group or cover multiple topics.	Storyboard, Camera Shots, Pre-Production  DOK 1	<ul style="list-style-type: none"> <li>Create a detailed storyboard</li> <li>Identify characteristics of an effective storyboard</li> </ul> DOK 4

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will create a screenplay by applying the concepts from the first four steps of the film creation process.

LG2: Students will demonstrate the appropriate use of specialized screenplay writing software to write an industry standard screenplay.

**UNIT LEARNING SCALE - LG1**

4	In addition to level 3 performances, I can analyze the creation of film by utilizing the steps.
3	I can independently create a screenplay by applying the first four steps of the film creation process and explain the importance of each step.
2	With help or minor mistakes, I can create a screenplay by applying the first four steps of the film creation process and explain the importance of each step.
1	I know at least two of the first four steps of the film creation process. I can explain the importance of one or two of the steps as they relate to the creation of a screenplay.
0	I do not know the first for steps of the film creation process.

**UNIT LEARNING SCALE – LG2**

4	In addition to level 3 performances, I can help other students in writing their own screenplay.
3	I know enough of the necessary formatting and abbreviations to write a passable screenplay using industry standard software.
2	I know some of the necessary formatting and abbreviations to write a screenplay using specialized software that resembles industry standard.
1	With help or minor mistakes, I can write a screenplay using specialized software that resembles industry standard.
0	I know that a screenplay is a lot like a script but can't write a screenplay that resembles industry standard.

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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EU1: Moving-image media enables us to understand and express ourselves as Americans and global citizens, consumers, workers, and imaginative beings.	EQ1a: How will my message affect my community? Country? The global community? EQ1b: What causes people to perceive a message differently from others?
EU2: Film creation follows a process to produce cohesive, imaginative final products.	EQ2a: What is the film creation process? EQ2b: How can you incorporate your own life experiences to make your productions original and authentic?
EU3: Script writing is a form of technical writing used to detail what the final media production will look like.	EQ3a: What format is a script written in? EQ3b: How does a scriptwriter denote changes in movement or speaking? EQ3c: How is script writing similar to other forms of writing that you have done?

**NJCCCS & COMMON CORE STANDARDS**

- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.A.2 Produce and edit a multipage document for a commercial or professional audience using desktop publishing and/or graphic software.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad..

**NJCCCS & COMMON CORE STANDARDS**

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.



9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, EQ1b, EU2, EQ2a, EQ2b, EU3, EQ3a, EQ3b, EQ3c 8.1.12.A.2, 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2, 9.1.12.F.3, 9.3.12.C.6 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	Students will use Celtx or other screenplay writing software to write an industry standard screenplay that details locations, times, actors, action, and dialogue.

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
The students will write, in third person, a brief narrative that describes the physical movements of their walk to the next classroom. The students will then write out an example of dialog by documenting a brief conversation about a set topic. They will combine the narrative and the dialog on a worksheet providing the screenplay format outline. Students will use Celtx, a computer program specifically designed for creating industry standard scripts and screenplays.   Students can add camera direction to their screenplays.	Screenplay, Celtx, Format, Outline, Word-for-Word, Scripts, Abbreviation, Slug-Line  DOK 1	<ul style="list-style-type: none"> <li>• Create a screenplay using software</li> <li>• Revise screenplays written by classmates</li> </ul> DOK 3
Students will compare and contrast copies of screenplays versus scripts. They can write a screenplay of a provided script for practice. Students can use Celtx, a computer program for create industry standard scripts and screenplays.   The difficulty of the scripts and screenplays to evaluate should be based on student ability.	Screenplay, Celtx, Format, Outline, Word-for-Word, Scripts, Abbreviation, Slug-Line  DOK 1	<ul style="list-style-type: none"> <li>• Evaluate screenplays and scripts</li> <li>• Analyze the difference between scripts and screenplays</li> </ul> DOK 3

**VIDEO EDITING AND MEDIA PRODUCTION**  
**UNIT 5: USING MEDIA TO CREATE EFFECTIVE ADVERTISING**

**SUGGESTED DURATION: 5 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will critique television commercials by analyzing the effectiveness of the key elements.

LG2: Student will create an effective television commercial that sells an existing or original product.

**UNIT LEARNING SCALE – LG1**

4	In addition to level 3 performances, I can determine shortcoming and ways to improve the effectiveness of the commercial.
3	I can critique television commercials by analyzing the effectiveness of the key elements.
2	I know the four key elements that make up a successful television commercial and explain to someone how they are used to persuade a consumer.
1	I know at least three of the key elements that make up a television commercial and can identify them to others.
0	I know what an advertisement is but don't know much about its components.

**UNIT LEARNING SCALE – LG2**

4	In addition to level 3 performances, I can critique the use of the steps in others' commercials.
3	I know all ten steps of the Film Creation Process and their function and can justify why I used selected steps in creating a new commercial.
2	I know most of the steps of the Film Creation Process and have a vague idea of how they apply to making a commercial, but I cannot justify the selected steps.
1	I can remember some of the steps in the Film Creation Process but do not understand their purpose or how they apply to making a commercial.
0	I do not know the steps of the Film Creation Process.

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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<p>EU1: Advertisers employ various elements and methods to sell products to prospective consumers.</p>	<p>EQ1a: What methods do commercial advertisers employ to sell products?                      EQ1b: Why are certain commercials more memorable than others?                      EQ1c: What important pieces of information should be in a commercial? EQ1d:                      How have commercials changed over time?</p>
<p>EU2: Commercial advertisers sometimes minimize product flaws in an attempt to deceive consumers.</p>	<p>EQ2a: What information might be concealed or not shown as prominently in an advertisement?                      EQ2b: How can a consumer protect themselves against deceptive practices?</p>

**NJCCCS & COMMON CORE STANDARDS**

- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
- 9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
- 9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
  
- 9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**NJCCCS & COMMON CORE STANDARDS**

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.


9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, EQ1b, EQ1c, EU2, EQ2a, EQ2b, EQ2c 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2 9.3.12.C.6 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	Students will create a commercial of a specified length to sell a product or service with attention to demographics, key information, and ethical use of images/graphics. Students will critique classmates' commercials.

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will research commercial advertisements and cite evidence of important characteristics of the commercial. Students will use computers or mobile devices to research the commercial advertisements.   Struggling students can be presented with a list of suggested commercials.	Demographics, Headline, Slogan, Jingle, Pitchman, Hook, Testimonial, Brand Image, Target Audience  DOK 1	<ul style="list-style-type: none"> <li>• Identify characteristics of effective commercials</li> <li>• Compare commercials in their effective use of demographics and brand imaging.</li> </ul> DOK 2

**VIDEO EDITING AND MEDIA PRODUCTION**  
**UNIT 6: RECORDING WITH AUXILIARY AUDIO DEVICES**

**SUGGESTED DURATION: 1 WEEK**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will be able to choose the most effective microphone given a situation and justify their choice.

LG2: Students will be able to effectively use a USB studio microphone and accompanying software to record audio directly to the computer.

**UNIT LEARNING SCALE – LG1**

4	In addition to level 3 performances, I am confident enough to advise others in using microphones to achieve the best sound quality in their projects.
3	I know what a microphone does and that there are different types. I am familiar enough with using them that I know how to get the good results in my projects.
2	With assistance, I can choose and utilize the most effective microphone.
1	I know what a microphone does and can operate one with minimal assistance.
0	I am confused about using external microphones.

**UNIT LEARNING SCALE – LG2**

4	I have mastered the use of the USB studio microphone and am getting good clean results when recording audio for my projects and can teach the rest of my classmates to use it as well.
3	I am comfortable with using the USB studio microphone and get decent results when recording audio for my projects.
2	I have trouble when using the USB studio microphone and get varied results when using it so I probably will avoid using it for my projects.
1	I have been unable to successfully use the USB studio microphone and could use some assistance.
0	I do not understand why I would use a USB studio microphone.

**ENDURING UNDERSTANDINGS**

EU1: There are a variety of audio recording devices each with their own specific uses.

EU2: Good audio is just as important as good imagery.

**ESSENTIAL QUESTIONS**

EQ1: How do we know which equipment to use for a given task?

EQ2a: How does audio affect the production’s overall message?

EQ2b: Can a film still have a clear message with audio that is not of good quality?

EQ2c: How can we ensure our audio sounds good in the final production?

EQ2d: How can we correct recorded audio that isn’t of good quality?

**NJCCCS & COMMON CORE STANDARDS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.



**NJCCCS & COMMON CORE STANDARDS**




9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1, EU2, EQ2a, EQ2b, EQ2c, EQ2d 9.1.12.A.1, 9.1.12.F.2, 9.3.12.C.6 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	Students will be posed with a shooting scenario. The students must choose the best microphone and equipment based on the scenario. They must also demonstrate how to safely utilize the equipment.

**SUGGESTED STRATEGIES**



ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
The students will record in a noisy environment using different types of auxiliary microphones and evaluate which one worked the best in that situation. Students will use microphones to record digital audio files.   Students will work in groups allowing students of all levels to participate.	Jack, ¼" Jack, ⅛" Jack, RCA Cable, XLR Connector  DOK 1	Use auxiliary audio devices safely  DOK 2
Students will take a clip of a scene from a movie and use voice over techniques to change the voice on the clip. Students will use microphones to record digital audio files on a computer.   Students will choose the clip on their own. The teacher can assign clips to students.	Voiceover, Recording, Sound Booth, Dub  DOK 1	Use audio equipment to dub over a character's voice  DOK 2
Students will pick a famous person whom they would like to interview. They will then conduct an interview using appropriate techniques and auxiliary audio devices while another group member takes on the role of guest. Student will use camcorders and microphones to conduct interviews.   Students will work in groups selected by the teacher so that higher performing students can help others.	Boom Mic, Lavalier Mic, Headset Mic, IV, Remote Interview, Vox Populi  DOK 1	Use audio equipment to conduct a proper interview  DOK 3

<b>UNIT OVERVIEW</b>	
<b>UNIT LEARNING GOALS</b>	
Students will create an effective public service announcement on a contemporary issue that reaches its target audience.	
<b>UNIT LEARNING SCALE</b>	
4	In addition to level 3 performances, I can give constructive feedback on merits and shortcoming of other students' PSAs.
3	The PSA topic I chose was relevant to and effectively reached my target audience, which was evidenced by the feedback I received.
2	The PSA topic I chose was only relevant to a small segment of the targeted audience and the final composition needed adjustment.
1	The PSA topic I chose was not relevant to the audience but still portrayed a message.
0	The project did not resemble a PSA and was ineffective in conveying any message to its audience.
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
EU1: Moving image media can be used to promote positive messages to help better the human race.	EQ1a: What are positive effects that moving image media can have on society? EQ1b: What effective advertising methods are also used in creating interesting PSAs?
EU2: Public Service Announcements have evolved over time as national and global trends have changed.	EQ2a: How have PSAs changed over time? EQ2b: How has society shaped what PSAs are produced?
<b>NJCCCS &amp; COMMON CORE STANDARDS</b>	
8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.	
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.	
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.	
9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.	
9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.	
9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.	
9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.	
9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	
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**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EU2, EQ2a, EQ2b 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.1.12.F.6 9.3.12.C.6 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	Students will create a public service announcement video with a positive message for society. The video will be 30 seconds to 1 minute in length and focus on topics such as distracted driving, substance abuse, health and fitness, antiterrorism, and anti-bullying. Classmates will complete feedback forms while watching final PSAs to evaluate the effectiveness in reaching the intended audience.

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will watch professionally produced PSAs and complete a worksheet in which they must determine the PSA's central message and target audience. The ability of the students to successfully identify these points will determine how successful the PSA was.</p>  <p>Students can research and list 3 different PSAs that target people in their age group</p>	PSA, Duck and Cover, Target, Audience, Demographic, Message  DOK 1	<ul style="list-style-type: none"> <li>Assess the effectiveness of PSAs message</li> <li>Critique PSAs done by professionals and how they could be improved</li> </ul> DOK 3
<p>Students will participate in a brainstorming session in which they generate topics that relate specifically to problems facing high school students today.</p>  <p>Students can list possible solutions that could be promoted in a PSA.</p>	PSA, Duck and Cover, Target, Audience, Demographic, Message  DOK 1	Identify topics related to problems high school students face  DOK 4

**VIDEO EDITING AND MEDIA PRODUCTION****UNIT 8: PLANNING, PRODUCING, AND EDITING ORIGINAL MEDIA****SUGGESTED DURATION: 6 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to work collaboratively to create a culminating independent project that applies all the steps of the film creation process.

**UNIT LEARNING SCALE**

4	I fully mastered and executed each step in the film creation process to create a well thought out and fully composed original work while assisting others to do the same.
3	I was successful in working with my team through the film creation process to create a thought-out and well-composed original work that was successfully shown to my classmates.
2	I was successful in working through most of the steps in the film creation process to create a complete original work that was successfully shown to my classmates.
1	I created something to show my classmates and I may have done some of the Film Creation Process steps along the way.
0	I did not collaborate with my team to create an original work to show my classmates.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Producing moving image media is a multi-faceted process drawing on experience in multiple areas.

EQ1a: How does the film production process come together to complete a production?  
 EQ1b: How does the pre-production process help to shape everything that happens after it?  
 EQ1c: How does each part of the production process build on the procedure before it?

EU2: Collaborating with others towards a common goal is requires coordination and planning.

EQ2a: How can groups collaborate using internet resources/apps?  
 EQ2b: What qualities are important in working with others on a project?  
 EQ2c: How could an individual's work ethic within a group affect the final outcomes?

**NJCCCS & COMMON CORE STANDARDS**

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**NJCCCS & COMMON CORE STANDARDS**



9-10.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c EU2, EQ2a, EQ2b, EQ2c 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2, 9.1.12.F.3, 9.1.12.F.5, 9.3.12.C.6 9-10.RST.1, 9-10.RST.3, 9-10.RST.4, 9-10.WHST.4 DOK 3	Students will select the type of media that they will create for their independent project. Students will create a culminating independent video project of 4-7 minutes utilizing all of the knowledge they have gained throughout the course.

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will create a storyboard to plan their independent project. Camera shots, titles, audio, video, and props will be documented.   Students working at a higher level can take on more responsibility or a leadership role within groups.	Storyboard, Camera Shots, Pre-Production  DOK 1	<ul style="list-style-type: none"> <li>• Create a detailed storyboard</li> <li>• Identify characteristics of an effective storyboard</li> </ul> DOK 4
Students will work in groups to create a screenplay that will be used for their independent projects.	Screenplay, Celtx, Format, Outline, Word-for-Word, Scripts, Abbreviation, Slug-Line  DOK 1	<ul style="list-style-type: none"> <li>• Create a screenplay using software</li> <li>• Revise screenplays written by classmates</li> </ul> DOK 4
Students will create a digital portfolio of their work on a DVD. Students will use a DVD burning software to construct and burn their DVD's.   Students can edit a highlight reel to be included on their DVD.	Portfolio, Highlight Reel, DVD , Burn Media  DOK 1	<ul style="list-style-type: none"> <li>• Identify and collate media to be used for a portfolio</li> <li>• Burn DVD using specialized software</li> </ul> DOK 4