

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

TECHNOLOGY EDUCATION DEPARTMENT

VIDEO EDITING & MEDIA PRODUCTION 2

Grade Level: 10-12

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 II

COURSE PHILOSOPHY

Video Editing & Media Production II builds upon the film production and editing skills students gained in *Video Editing & Media Production I*. In this course, students focus on more complex projects involving camera and computer generated special effects. Students will also focus on contemporary media versus traditional media. The goal of this course is to make students more socially conscious of the media they consume and create while helping them harness their capacity to use media responsibly in a variety of career settings.

COURSE DESCRIPTION

In this course, students will study the impact of social media on society, focusing on personal smart devices. Students will learn advanced editing skills, and special effects techniques such as green screening and computer-generated imagery (CGI). Portfolios and possible career paths in related industries will be explored in detail. *Video Editing & Media Production I* is a pre-requisite for this course.

COURSE SUMMARY

OVERARCHING GOALS

CG1: Students will be able to analyze innovations in social media and explain the effects on all generations.

CG2: Students will be able to demonstrate complete understanding of editing techniques learned in *VEMP I* and supplement that with new editing techniques in order to make finished projects more professional in content and appearance.

CG3: Students will be able to create a well-developed portfolio of work and a summation of marketable skills in preparation for a career in media production or the distribution thereof.

OVERARCHING ENDURING UNDERSTANDINGS

CEU1: Social media is the most democratic form of mass media ever created with the power to effect multiple generations within a given culture/society.

CEU2: Special effects that would have been impossible to create just a few years ago can be created using specialized software.

CEU3: Some skills are universally desirable to employers. A polished portfolio is a good way to take control over your first impression to a prospective employer.

OVERARCHING ESSENTIAL QUESTIONS

CEQ1a: How has social media revolutionized communication?

CEQ1b: What effect has the advent of social media had on different generations in other cultures?

CEQ1c: What would be the effect of eliminating social media?

CEQ2a: How is the new special effects software different from past software?

CEQ2b: How have visual effects artistry changed over time?

CEQ3a: What do employers look for in a prospective employee?

CEQ3b: How do I determine which field is right for me and market myself accordingly?

UNIT GOALS & PACING

Unit Title	UNIT GOALS	RECOMMENDED DURATION
<u>Unit 1: Innovations in Social Media</u>	Students will be able to analyze innovations in social media and its effects on all generations.	3 weeks
<u>Unit 2: Advanced Editing Techniques</u>	Students will create a video by demonstrating mastery of the five core editing tools and utilizing advanced editing techniques.	5 weeks
<u>Unit 3: Camera Generated Special Effects</u>	Students will demonstrate an understanding of appropriate special effects in video by applying trick photography and green screen production.	5 weeks
<u>Unit 4: Music Video Production</u>	LG1: Students will analyze the impact music videos have on social and cultural norms. LG2: Students will be able create a music video that effectively tells a story.	4 weeks
<u>Unit 5: Computer Generated Images</u>	Students will be able to effectively enhance production value by utilizing computer-generated imagery (CGI).	4 weeks
<u>Unit 6: Using Video to Enhance the School Community</u>	Students will be able utilize the tools and skills they have learned in media production to create a video that benefits their school community.	4 weeks
<u>Unit 7: Creating Media using Competitive Guidelines</u>	Students will create media that adheres to real world industry constraints.	4 weeks
<u>Unit 8: Film and Video Careers</u>	Students will create a portfolio that highlights their marketable skills for a career in media production.	5 weeks

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 1: INNOVATIONS IN SOCIAL MEDIA

SUGGESTED DURATION: 3 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to analyze innovations in social media and its effects on all generations.

UNIT LEARNING SCALE

4	In addition to level 3 performances, I have demonstrated the ability to assess my own use of social media and the responsibility that comes with it.
3	I can analyze how innovations in social media have affected different generations of people within society.
2	I can analyze how innovations in social media have affected my generation.
1	I know what social media is because I use it all the time, but I don't understand what impact it has on different generation within society.
0	I don't understand the significance of social media and don't use it.

ENDURING UNDERSTANDINGS

EU1: Social media is the most democratic form of mass media ever created with the power to effect multiple generations within a given culture/society.

EU2: Your engagement with social media impacts your opinion and behavior.

ESSENTIAL QUESTIONS

EQ1a: Why have social media companies been so successful?
 EQ1b: How has social media revolutionized communication?
 EQ1c: What effect has the advent of social media had on different generations in other cultures?
 EQ1d: What effect would the elimination of these sites have?

EQ2a: How do people generally react to what you post through social media?
 EQ2b: How do you decide what to post through social media?

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.

- 11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 11-12.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.
- 11-12.WHST.1 Write arguments focused on *discipline-specific content*.

NJCCCS & COMMON CORE STANDARDS

11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EQ1d 8.1.12.D.2, 8.1.12.F.2, 9.1.12.A.1, 9.1.12.F.2 11-12.RST.1, 11-12.RST.3, 11-12.RST.4, 11-12.WHST.1 DOK 3	Students will read at least two articles about how social media is changing societal norms. Articles should cover contemporary issues such as the “Twitter Revolution” in Iran, Facebook’s facial recognition program, the advent of “tagging,” or <i>The Globe</i> newspaper shutting down in the wake of smartphone spying scandals. After reading the articles, students will answer several open-ended questions designed to lead to an analysis of the role social media in these cases.
LG1 EU2, EQ2a, EQ2b 8.1.12.D.2, 8.1.12.F.2, 9.1.12.A.1, 9.1.12.F.2 11-12.RST.1, 11-12.RST.3, 11-12.RST.4, 11-12.WHST.6, 11-12.WHST.7, 11-12.WHST.9 DOK 3	Students will create a video blog account that they will use throughout the year to complete assignments. The students will watch videos or review articles suggested by the teacher and record a 60-second unscripted reaction video and post it to their video blog account. Students will be graded on their ability to speak clearly and stay on topic for the duration. Selected responses will be shared with the class as a catalyst for an open discussion about the significance of the technology or event highlighted in the video or article. A minimum of 4 videos per marking period will be required throughout the year.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will create a video blog account on YouTube and link it to an instructor account made specifically for the class.	Blog, Vlog, Social Media, Viral Video DOK 1	Create a weblog account DOK 2
Students will research news articles on the impact new media technologies are having on cultures worldwide.	News Aggregator, Online Publication, Search Engine DOK 1	Research and select articles DOK 2

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 2: ADVANCED EDITING TECHNIQUES

SUGGESTED DURATION: 5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will create a video by demonstrating mastery of the five core editing tools and utilizing advanced editing techniques.

UNIT LEARNING SCALE

4	In addition to level 3 performances, I can teach a fellow classmate how to use the editing tools and techniques.
3	I have reviewed and mastered editing techniques and their application in the program, specifically: <ul style="list-style-type: none"> • key frames; • color correction; • five core tools (ripple delete, razor, slip, slide, select).
2	I have reviewed and mastered the five core tools and have an idea of how to use some advanced editing techniques, as well as their application in the program. I feel that I can get by with minimal assistance.
1	I can use the five core tools but have not mastered them.
0	I'm still confused about how the tools or advanced editing techniques work and could use some help

ENDURING UNDERSTANDINGS

EU1: Certain video editing tools are standardized across all platforms and software.

EU2: Advanced editing techniques allow for more sophisticated looking productions.

ESSENTIAL QUESTIONS

EQ1: If I learn the tools of one program, can I use any program?

EQ2a: How does the use of key frames expand your power as an editor?
EQ2b: How are color correction and emotional tone related of a film related?

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.

11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

11-12.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.


11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.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, EU2, EQ2a, EQ2b 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2 11-12.RST.3, 11-12.RST.4, 11-12.RST.7 DOK 4	Students will create a video project that uses the five core editing tools and demonstrates the new skills of Color Correction and Key Frames. The video should be a “Welcome to High School” video intended as a guide for incoming freshman.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will complete a set of teacher made tutorials that review the five core editing tools and be introduced to new skills including Color Correction and Track and Clip Key Frames.</p> <p> Students working at different ability levels could have extended time as needed to complete their tutorials.</p>	<p>Key Frames, Color Correction, Chroma Key, Split Screen</p> <p>DOK 1</p>	<ul style="list-style-type: none">• Follow procedures to correct/amplify/subtract color• Use key frames to control effects <p>DOK 2</p>

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 3: CAMERA GENERATED SPECIAL EFFECTS

SUGGESTED DURATION: 5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will demonstrate an understanding of appropriate special effects in video by applying trick photography and green screen production.

UNIT LEARNING SCALE

4	I can teach a fellow classmate how to do use the green screen effectively.
3	I know how to utilize the green screen for film production, including lighting, camera placement and editing with the Chroma key tool.
2	I know what a green screen does in film production and more or less can work my way through all the steps to get a good result at the end.
1	I know what a green screen is used for and I have worked with it before but I'm not sure of all the steps in the process.
0	I cannot use a green screen.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Editing is not the only way to distort the viewer's perception; camera-generated special effects can alter media as well.	EQ1a: How can camera angles be deceptive to a viewer? EQ1b: What other camera tricks can be employed to alter the viewers' perceptions?
EU2: Media creators can use chroma key effects to artificially place an object or character in a setting they would otherwise be unable to show in real life.	EQ2: Should you always use the real object or character when available?

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.

9.1.12.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.

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

8.2.12.F.3 Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.



11-12.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.

11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EU2, EQ2 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2 11-12.RST.3, 11-12.RST.4, 11-12.RST.9 DOK 3, 4	Using only their primary editing program, students will employ a green screen and trick photography to create a short (approximately 1min) layered sequence achieving an otherwise impossible visual or special effect.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will create a weather forecast using chroma key effects.</p>  <p>Students who have difficulty creating a weather forecast may work in a larger group of 2-3 students to complete the task.</p>	<p>Chroma Key, Green Screen, Blue Screen, Mask, Eye Dropper</p> <p>DOK 1</p>	<ul style="list-style-type: none"> • Use non-linear editing software to place a character in an unnatural location • Describe the process for using the Chroma key effect <p>DOK 3</p>
<p>The class will discuss various camera tricks that are employed by cinematographers to trick the viewer. After discussing, pairs of students will be assigned a specific camera angle and demonstrate how the shot is taken and what the end result looks like.</p>  <p>Students should be assigned camera tricks based on their ability level.</p>	<p>Perspective, High Angle, Low Angle, Birds Eye, Perspective Distortion, Framing Off, Height, Depth, Spatial Relationships</p> <p>DOK 1</p>	<ul style="list-style-type: none"> • Use camera angles to emphasize or gain a desired effect • Explain the media creator's role in defining the viewer's perception <p>DOK 3</p>

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 4: MUSIC VIDEO PRODUCTION

SUGGESTED DURATION: 5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will analyze the impact music videos have on social and cultural norms.

LG2: Students will be able create a music video that effectively tells a story.

UNIT LEARNING SCALE – LG1

4	I understand how to harness the power music videos possess to improve my own productions.
3	I understand the power music videos possess to drive cultural trends and can analyze how new videos can impact social and cultural norms.
2	I understand the power music videos possess to drive cultural trends and can cite examples of how they have done so in the past from different time periods.
1	I understand the power music videos possess to drive cultural trends and can cite an example of how they have done so in the past.
0	I know what music videos are but I do not understand how they have initiated any cultural change.

UNIT LEARNING SCALE – LG2

4	In addition to level 3 performances, I have demonstrated the capacity to help others to understand these concepts.
3	I understand how to tell an effective story using only the audio and shots that I've filmed.
2	I understand how to tell an effective story using only the audio and shots that I've filmed with minimal assistance.
1	I somewhat understand how to tell an effective story using only the audio and shots that I've filmed with assistance.
0	I am unsure of how to tell an effective story using only the audio and shots I've filmed and would need a lot of assistance.

ENDURING UNDERSTANDINGS

EU1: Music and moving images help shape our culture.
 EU2: The genre of music determines the style of video produced.

ESSENTIAL QUESTIONS

EQ1: What effects have music videos have on our culture?
 EQ2: How does type of music determine the style of a video?

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

11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJCCCS & COMMON CORE STANDARDS

11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WHST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1, EU2, EQ2 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 11-12.RST.1, 11-12.RST.7, 11-12.RST.9, 11-12.WHST.7, 11-12.RST.8 DOK 3	Students will create a multimedia presentation that communicates how music videos have driven or inspired changes in culture across the world.
LG2 EU1, EQ1, EU2, EQ2 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. 11-12.RST.3, 11-12.RST.7 11-12.WHST.6 DOK 4	Students will choose a song and create a music video that fits that genre of music while displaying serious effort and sophistication. The length of the video will be the length of the unedited song and will only use the audio of that track.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will analyze and critique the music videos of existing artists to examine what is effective and what is likely to grab the attention of an audience. They can use their findings to enhance their creation of their own videos.	Story style, Concert style, Combination style, Lip sync, Genre DOK 1	Critique of the music videos DOK 3

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will critique their classmates' music videos. They will rate the projects using a rating form or rubric. The class will then discuss their findings and evaluate which of the music videos were the most effective, had the most appeal, or were most creative.</p>	<p>Critique, Criticism, Redesign, Focus Group</p> <p>DOK 1</p>	<ul style="list-style-type: none"> • Critique of classmate's work done in a constructive manner • Responsive to criticism of their own works and desire to improve <p>DOK 3</p>

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 5: COMPUTER GENERATED IMAGES

SUGGESTED DURATION: 4 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will be able to effectively enhance production value by utilizing computer-generated imagery (CGI).

UNIT LEARNING SCALE

4	I can create a flawless CGI assembly in specialized effect software such as Adobe After Effects and fit it seamlessly into a larger project.
3	I can create a near flawless CGI assembly in specialized effect software such as Adobe After Effects and smoothly incorporate it into a larger project.
2	I can create a CGI assembly in specialized effect software such as Adobe After Effects and incorporate it into a larger project.
1	I need assistance to create a CGI assembly in specialized effect software.
0	I have been unable to create a successful CGI assembly.

ENDURING UNDERSTANDINGS

EU1: Computer-generated images help to enhance standard video clips.

EU 2. Special effects using computer animations and computer-generated images that would have been impossible to create just a few years ago can be created using specialized software.

ESSENTIAL QUESTIONS

EQ1: There is a saying: "If you can dream it, you can do it." How does this relate to CGI?

EQ2: How have visual effects artistry changed over time? How will they continue to change?

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.
 9.1.12.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. 8.2.12.F.3 Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.

11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1, EU2, EQ2 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2 11-12.RST.3, 11-12.RST.7, 11-12.RST.9 DOK 4	Students will create a short composition of computer-generated imagery which they will then import into their primary editing program to enhance production value.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will record and rotoscope a short (approximately 10 second) action sequence using green PVC sticks as “light sabers.” They will use a secondary editing program to replace the green sticks with a computer generated image resembling a light saber from the movie <i>Star Wars</i> . The length of the sequence is due to the labor-intensive process of tracing and matting small groups and single frames at a time to create the finished product.	Rotoscoping, Matte, Frame, Trace, Animation, Motion Tracking DOK 1	<ul style="list-style-type: none">• Create effects using CGI• Rotoscope using a secondary editing program DOK 4
Students will record a short special effects video in which they make objects appear and disappear by throwing them through various “portals” they have created onscreen. The primary effects are camera generated using a green screen to mask specified areas of the set. The actual portal opening is created in a secondary editing program and overlaid on the finished sequence.	Compositing, Pre-Compositing, Render, Rasterize, Layer, Masking DOK 1	Create a short video using both camera and computer-generated special effects DOK 4

VIDEO EDITING AND MEDIA PRODUCTION II**UNIT 6: USING VIDEO TO ENHANCE THE SCHOOL COMMUNITY****SUGGESTED DURATION: 4 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able utilize the tools and skills they have learned in media production to create a video that benefits their school community.

UNIT LEARNING SCALE – LG1

4	The video I have created is polished and professional in appearance and has been incorporated by the school for a practical purpose, or soon will be.
3	The video I have created is polished and professional in appearance and could successfully fill a need in the school community if they choose to use it.
2	The video I have created looks semi-professional and could successfully fill a need in the school community if they choose to use it.
1	The video I have created is rough around the edges and although addresses a need in the school will most likely not be shown to anyone.
0	The video I have created is very rough and will not be seriously considered for use in the school.

ENDURING UNDERSTANDINGS

EU1: Moving image media can have powerful positive effects on our local school community.

EU2: Leadership can be demonstrated by being responsible, teaching others, and being a role model in your school community.

ESSENTIAL QUESTIONS

EQ1: How can moving image media impact the school community?

EQ2a: How does a leader conduct themselves in their school community?

EQ2b: How can you teach other students about your knowledge of video editing?

EQ2c: How is being a good leader related to being a good director?

NJCCCS & COMMON CORE STANDARDS

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

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.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

11-12.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.

11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.


NJCCCS & COMMON CORE STANDARDS

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1, EU2, EQ2a, EQ2b, EQ2c 8.1.12.C.1, 9.1.12.A.1, 9.1.12.F.2, 9.3.12.C.6, 9.1.12.C.4 11-12.RST.3, 11-12.RST.4, 11-12.RST.7, 11-12.RST.9 11-12.WHST.7 DOK 4	Students will lead the planning, production and editing of a short informative video that promotes a positive school context (e.g., Teacher of the Year, State of the Schools, or any other project that promotes a school activity or function).

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will demonstrate leadership qualities and mastery of relevant editing skills to create a video tutorial that is professional in appearance and successfully demonstrates an editing technique for the student to emulate.  The level of tool that the tutorial explains should be based on the student's ability level.	Screen Capture, Voice Over, Tutorial, Lag, Capture Parameters, Ghosting DOK 1	<ul style="list-style-type: none"> • Create a video tutorial • Explain and demonstrate the operation of a selected tool in an organized and clear manner DOK 4
Students will identify 3 areas of the student code that would be good topics for an informational video (e.g., HIB, tardiness, substance abuse). Suggestions will be recorded on the board for further debate and group selection.	PDF, Student Handbook, Browser, School Spirit, Pride DOK 1	Identify suitable topics for a video tutorial DOK 2

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 7: CREATING MEDIA USING COMPETITIVE GUIDELINES

SUGGESTED DURATION: 4 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will create media that adheres to real world industry constraints.

UNIT LEARNING SCALE

4	The video I have created is polished and professional in appearance and successfully fills the requirements of the online contest. It has been finished in time and is approved for submission to the contest organizer.
3	The video I have created is polished and professional in appearance and successfully fills the requirements of the online contest. However it was not completed in time to be submitted to the contest organizer.
2	The video I have created is polished and professional but only fills some of the requirements of the online contest so it will not be submitted.
1	The video I have created is rough around the edges and only fills some of the requirements of the online contest so it will not be submitted.
0	The video I have created is very rough and incomplete.

ENDURING UNDERSTANDINGS

EU1: Creators of media need to pay attention to detail in meeting design constraints.

EU2: There are a variety of video production contests to showcase talent and generate mass appeal.

ESSENTIAL QUESTIONS

- EQ1a: What are design constraints?
 EQ1b: How do criteria define what is or is not acceptable in a production?
 EQ1c: How does having a deadline affect your decision process?
- EQ2a: How could the mass appeal of a production generate interest in your abilities?
 EQ2b: How could the mass appeal of a production generate interest from your community?

NJCCCS & COMMON CORE STANDARDS

- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
- 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.
- 9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- 11-12.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.
- 11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJCCCS & COMMON CORE STANDARDS

11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, EQ1b, EQ1c, EU2, EQ2a, EQ2b 8.1.12.C.1, 8.1.12.D.2, 9.1.12.A.1, 9.1.12.F.2, 9.1.12.C.4, 9.3.12.C.6 11-12.RST.3, 11-12.RST.4, 11-12.RST.7, 11-12.RST.9 11-12.WHST.7 DOK 4	Students will create a video for an officially sponsored online video contest. Students will use all the skills they have gained from this course. The contest, selected by the teacher, will require students to plan, produce, and edit a video within specific constraints for submission. Actual submission is subject to approval by the parents and school.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will research online video contests. Suggestions can be written on the board and narrowed down to a few possible choices. Students are broken into groups according to interest/ability to do further research and brainstorming.	Constraint, Deadline, Copyright, Corporate Sponsorship, Fair Use Laws DOK 1	Compare and defend choices DOK 2
Students create a video following the Technology Student Association guidelines for an on-demand video. The guidelines require students to create a promotional video in a very specific amount of time.	Technology Student Association, On-Demand, Promotion, Deadline DOK 1	Create a video following specific guidelines DOK 4

VIDEO EDITING AND MEDIA PRODUCTION II
UNIT 8: FILM AND VIDEO CAREERS

SUGGESTED DURATION: 5 WEEKS

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will create a portfolio that highlights their marketable skills for a career in media production.

UNIT LEARNING SCALE

4	In addition to level 3 performances, I have advised other classmates on their portfolios.
3	I have investigated fields in media production and have created a comprehensive portfolio of my work. My portfolio is ready for submission to colleges or private businesses that I intend to pursue after high school.
2	I have investigated fields in media production and have created a fairly comprehensive portfolio of my work that I may submit to colleges or private businesses after I graduate high school.
1	I have investigated fields in media production and have created a portfolio of my work that I can keep forever but I probably will not be doing anything else with.
0	I have not investigated fields in media production nor did I create a portfolio.

ENDURING UNDERSTANDINGS

EU1: There are a variety of fulfilling careers in creative industries such as media production.

EU2: Employers look for responsible, well-trained, and creative individuals.

EU3: Experience with moving image media can be useful in careers that aren't primarily media based.

ESSENTIAL QUESTIONS

EQ1a: What is the difference between a job and a career?
 EQ1b: How can I continue my education in media production to attain a successful career?

EQ2a: What do responsible individuals do to present themselves well to prospective employers?
 EQ2b: How do responsible people handle themselves in difficult situations?
 EQ2c: What can I do to show my creative abilities?

EQ3a: How can media production skills help in other careers?
 EQ3b: Why is editing and filming experience beneficial to other areas of life?

NJCCCS & COMMON CORE STANDARDS

- 8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.
- 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.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.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

NJCCCS & COMMON CORE STANDARDS

11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.



11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.WHST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, LG2 EU1, EQ1a, EQ1b, EU2, EQ2a, EQ2b, EQ2c, EU3, EQ3a, EQ3b 8.1.12.A.4, 9.1.12.A.1, 9.1.12.F.2, 9.3.12.C.6 11-12.RST.3, 11-12.RST.7, 11-12.RST.9, 11-12.WHST.2, 11-12.WHST.6, 11-12.WHST.8 DOK 3	Students will investigate a possible career path in media production involving either more education (college) or moving directly into a career out of high school. They will create a professional looking portfolio (DVD) that summarizes/showcases their skills and is tailored to fit their chosen career path.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will create a resume and participate in a mock interview for an entry-level position in a media related field.  Students can participate in more in-depth interviews depending on their skill level.	Resume, Interview, Cover Letter, Producer DOK 1	<ul style="list-style-type: none"> • Create an resume • Interview effectively DOK 4
Students will research possible career paths and vocations in media fields. Research can be specific to an area of expertise and include necessary degrees, schooling, and certification to be successful. They will then present their findings to the class.  Students of different ability levels can be given guidance as to which career path to research.	Producer, Director, Editor, Grip, Audio Tech, Sound Engineer, Executive Producer, Set Designer, Lighting Engineer, Special Effects Designer DOK 1	<ul style="list-style-type: none"> • Describe the functions of each person on a set • Explain prerequisites for multiple career paths DOK 3