

Course Title – TV Technology 1

Implement start year – 2014-2015

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Unit #7 - Post Production: Delivery and Export

Students will be able to independently use their learning to export finished media using broadcasting industry standard acceptable practices in a television production.

Stage 1 – Desired Results

Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)**

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- F. Critical Thinking, Problem Solving, and Decision Making

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
C. Arts, AV Technology, & Communications Career Cluster

**21st Century Themes
(www.21stcenturyskills.org)**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction

	<input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The producer is responsible for delivering the highest quality message possible. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the best format for video playback for each project? • How does compression and format directly affect the quality of the message? • How does the channel affect the format of your delivered project? • What relationship does the audience have with the selection of your channel?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • how to use different pixel aspect ratios. • how to use compression formats. • proper file management techniques. • the best internet video formats. • types of channels. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • master/check audio levels and correct/check video. • export for various formats. • embed video on internet. • assess audience and choose appropriate channels.
<p>Stage 2 – Assessment Evidence</p>	

Recommended Performance Tasks:

Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Teacher observation
- Peer assessment
- Performance assessment

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Identify compression and format terms (A)
- Reference and complete compression and format tutorial videos for each format (M)
- Research compression settings for desired channel (M)
- Use appropriate compression and format settings for required channel (T)
- Confirm proper compression and deliver to appropriate channel (T)