

Course Title – TV Technology 1	
Implement start year – 2014-2015	
Revision Committee Members, email, extension – Robert Caccamo rcaccamo@lrhsd.org, Peyton Ebbeson pebbeson@lrhsd.org, Brian Pistone bpistone@lrhsd.org, Kirk Seeley kseeley@lrhsd.org	
Unit #6 - Post Production: Composite Video and Graphics Students will be able to independently use their learning to create aesthetically pleasing video graphics and effects using generators and filters in a non-linear editing program.	
Stage 1 – Desired Results	
<p>Established Goals</p> <p>2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p>Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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.</p> <p>A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Literacy F. Critical Thinking, Problem Solving, and Decision Making</p> <p>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, A/V Technology, & Communications Career Cluster</p>	<p>21st Century Themes (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p>21st Century Skills</p> <p>Learning and Innovation Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p>Information, Media and Technology Skills: <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p>Life and Career Skills: <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction</p>

	<input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
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<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • A non-linear editing program provides the tools to create titles and graphics and affect the overall look and message of video clips. 	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What makes a graphic readable and clear? • How can you use layers to composite video? • How can filters be used to affect the image and the message?
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<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 each video generator. • how to use each video filter. • how to use stacking order. • title and screen safe area. • how to use opacity, color and font for readability. • elements and principles of design. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • create lower-third graphics using effective tools in non-linear editing software. • apply video filters to video clips and adjust parameters to match desired effect.
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<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	

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

- Teacher observation
- Peer 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.

- Define graphic and design terms (A)
- Locate generator and filter effects in software (A)
- Create graphics for a project that meet expectations (T)
- Experiment with various filters using raw footage (M)
- Apply filter to a clip and adjust parameters so that it meets project expectations (T)
- Reference graphic tutorial video or demonstration (A)