

Course Title – TV Technology 1	
Implement start year – 2014-2015	
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Unit #5 - Software and Editing Students will be able to independently use their learning to use video editing software to create and refine a message.	
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> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> o A. Technology Operations and Concepts o B. Creativity and Innovation o C. Communication and Collaboration o D. Digital Citizenship o E. Research and Information Literacy o F. Critical Thinking, Problem Solving, and Decision Making • 9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway. 	<p>21st Century Themes (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
	<p>21st Century Skills</p> <p>Learning and Innovation Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <p>Information, Media and Technology Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <p>Life and Career Skills:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> 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"> • Editing has a direct impact on the message including the ability to change the perception of time, emotion and space. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Organization of assets and materials directly impact the effectiveness of your editing workflow. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does a video evoke emotion? • In what ways does post-production have the ability to change our message? • Why is editing important? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What tools are needed to build a video through non-linear editing? • What does it mean to manage media and files? • What are some ways you can establish an optimal workflow?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • editing is non-linear and can be done out of sequence. • the methods used in editing change the way messages are shaped. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • manipulate the properties of video sources. • identify and emulate editing techniques used by professionals.

EU2

- file management is essential for effective editing.
- layer order dictates visibility.
- every frame of a video may be specifically tailored.

EU 2

- assemble assets in a sequential order.
- develop file management systems within the computer.
- transfer footage from cameras to computers.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

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

- Observation
- Peer critique
- Self critique
- Quiz/test on editing
- Performance assessment

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERETO elements. 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 elements needed to move media from camera to computer (A)
- Examine the relationship between files, folders, drives, and media (M)
- Edit footage with non-linear editing software (T)
- Export sequence in appropriate format (T)
- Transfer footage from camera to computer (T)
- Reference editing tutorial video or demonstration (A)
- Define editing terminology (A)
- Navigate user interface (T)

