ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

TECHNOLOGY

MULTIMEDIA

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Course Philosophy

Communication in the 21st century leaps from paper to screen and everywhere in between. We report news, present facts, express opinions, pour out emotions, connect with others, and create art in full color, volume, and motion. The avenues and devices that deliver this content grow daily, and this proliferation of media necessitate a high level of digital literacy and technical competency. Every aspect of our personal, educational, and professional lives is flooded with multimedia communication. Developing multimedia skills, and good digital citizenship culture is crucial to a person's participation in their own school, work, and social digital life.

Course Description

In this course, students examine the use of the digital camera to inform and entertain. Students use photography to examine the role of composition, perspective, and scale in story-telling. Students use video & audio recording to explore film-making practices and editing practices used to make everything from commercials to feature-length movies. Students will script, storyboard, film, and edit a variety of original projects including commercials, documentaries, news reports, and short films. Students will manage digital assets, archiving, uploading, downloading, and distributing a variety of files with their creative groups.

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Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● Digital Cameras (student cell phones) ● Flash drives (student provided) ● Tripods ● Gorilla Pods ● Lights & reflectors ● Zoom Microphone ● Behringer Powered Speaker System, and Sennheiser Headphones with distribution Amplifier table top rack station ● Premiere Pro or Media Composer ● Audacity or ProTools ● Google Drive	● Teacher-created slides ● Teacher-created handouts ● Student design process journals ● Student notes

Integration of 21st Century Themes and Skills

Educational Technology
Standards
• **8.1.8.A.1. Understand and use technology systems.** Demonstrate knowledge of a real world problem using digital tools. **Example:** Students will create a PSA using video/audio editing software • **8.1.12.A.1. Understand and use technology systems.** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. **Example:** Students will create video and audio projects in a diverse range of genres. • **8.1.12.A.2. Select and use applications effectively and productively.** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. **Example:** Students will use audio-editing, video-editing, word processing, and conversion software. • **8.1.8.B.1 Apply existing knowledge to generate new ideas, products, or processes.** Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). Example: Students will create a vlog post about an important local or global issue or event. • **8.1.8.B.1 Create original works as a means of personal or group expression.** Apply previous content knowledge by creating and piloting a digital learning game or tutorial. Example: Students will create a tutorial for skills learned in this class • **8.1.P.C.1 Interact, collaborate, and publish with peers, experts, or others, by employing a variety of digital environments and media. Communicate information and ideas to multiple audiences using a variety of media and formats. Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.** Collaborate with peers by participating in interactive digital games or activities. **Example:** Students will play games to review/reinforce technical vocabulary, tools, and processes. • **W.9-10.1. Text Types and Purposes** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **Example:** Students will critique the work of peers, supporting their responses with technical, artistic, or technological details.

- **W.9-10.2. Text Types and Purposes**
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

  Example: Students will journal to document their creative process, noting technical and artistic decisions, technologies, and processes. Students will write and edit original scripts and follow script formatting.

- **W.9-10.3. Text Types and Purposes**
  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

  Example: Students will write dialogue, stage directions, camera directions, etc. in script format.

- **W.9-10.4. Production and Distribution of Writing**
  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

  Example: Students will write collaboratively in groups.

- **W.9-10.6. Production and Distribution of Writing** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

  Example: Students will share written project components and collaborate using Google Docs.

Career Ready Practices

- **CRP1. Act as a responsible and contributing citizen and employee.**
  Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions.

- **CRP2. Apply appropriate academic and technical skills.**

  Example: Apply understanding of technical skills taught in class as related to operating a camera, directing filming, sharing digital media, editing video or audio, and exporting final projects in appropriate format or file types.

- **CRP4. Communicate clearly and effectively and with reason.**
  Example: Communicate with group members to generate ideas, anticipate required actions or materials, and solve technical problems.

- **CRP6. Demonstrate creativity and innovation.**
  Example: Collaborate with peers to plan and produce commercials, movies, news broadcasts, and podcasts that are unique, engaging, technically proficient.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Example: Draw from understanding of the way cameras and software work to be able to realize the idea in your mind onto the screen. Experiment with new solutions and evaluate which is the best to solve the problem.

- **CRP11. Use technology to enhance productivity.**
  Example: Use multiple timelines to make working with numerous video clips easier. Use nesting to streamline timelines in the video editor.

- **CRP12. Work productively in teams while using cultural global competence.**
  Example: Work with all members of the class, treating everyone with respect and fairness despite possible differences in demographics, ideas, or ideologies.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment
Multimedia

Unit Title	Unit Understandings and Goals	Recommended Duration/Pacing	Assessments			
			Formative	Summative	Benchmark	Alternative

					Assessments	Assessments
Unit 1: Photography	Students will understand the science of how cameras work. Students will understand principles of design, and apply them when they create photographs. Students will experiment with lighting, and its effect on the photographic process.	8-10 block sessions	● Daily Photoshoot assignments ● Online games ● Class discussion ● Written reflections	● Partner project slideshow of original photographs with technical vocabulary labeling		● Short-answer constructed response using target technical vocabulary
Unit 2: Video Basics	Students will evaluate the use of elements of art & composition in video storytelling. Students will collaborate in peer groups to storyboard, shoot, and edit video sequences. Students will differentiate between scene, sequence, and shot. Students will learn types of camera shots and movements. Students will learn the basics of editing video with Adobe Premiere.	8-10 block sessions	● Daily Videoshoot assignments ● Online games ● Class discussion ● Written reflections	● Small group project and accompanying individual reflection about the creative process.	● Multiple-choice assessment	● Short-answer constructed response using target technical vocabulary ● Presentation of how-to video covering a pre-approved selection of skills
Unit 3: Advanced Video Editing	Students will continue collaborating with peer groups to storyboard, shoot, and edit video sequences. Students will learn continuity editing, and analyze its effect on storytelling. Students will learn how to add audio cues to video sequences. Students will learn how to add special effects such as chroma-keying, reverse video, speed-ramping, and color-grading.	8-10 block sessions	● Daily Video challenge assignments ● Online games ● Class discussion ● Written reflections	● Small group project and accompanying individual reflection about the creative process.		● Constructed response analysis of 5-minute sequence from student-selected movie or tv show analysis f using target technical vocabulary ● Presentation of how-to video covering a pre-approved selection of

						skills
Unit 4: Audio Editing Basics	Students will learn how to add depth to their video projects with a layered audio technique. Students will analyze the impact ambient sound, foley, and music have on a scene. Students will record audio, then edit it using Audacity, and add it to video. Students will learn how to combine multiple layers of audio from a variety of sources to produce a soundtrack for their movies.	8-10 block sessions	● Daily audio capture or edit assignments ● Online games ● Class discussion ● Written reflections	● Small group project and accompanying individual reflection about the creative process. OR ● 5-minute podcast	● Multiple-choice assessment	● Re-mastered soundtrack from any previous project

Unit #1: Photography

Enduring Understandings:	**Essential Questions:**
● A photograph is a record of light ● The amount and direction of light affect the depth of field and clarity of an image. ● There are many ways to compose a great photograph and lead your viewer's eyes around the image.	● How do cameras convert light into images? ● How does the amount and direction of light affect focus / clarity of an image? ● How do I use the principles of design to improve my photographs?

Interdisciplinary Connection

- **PS4.A: Wave Properties A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) A sound wave needs a medium through which it is transmitted. (MS-PS4-2)**
- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP11. Use technology to enhance productivity.**
- **CRP12. Work productively in teams while using cultural global competence.**
- **9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.**
- **9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.**
- **9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.**
- **9.3.12.AR-AV.4 Design an audio, video and/or film production.**
- **W.9-10.1. Text Types and Purposes**
  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  W.9-10.2. Text Types and Purposes
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Guiding / Topical Questions with Specific Standards		**Content, Themes, Concepts, and Skills**	**Teaching Strategies**	**Instructional Resources & Materials**	**Assessment Strategies**
PS4.A	How does the reproduction of an image relate to physics? How does	● Understanding how images are captured and preserved	● **Technow:** Questionnaire for prior photography knowledge ● **Tech Goals:** Label diagram of camera & light's	● Slides ● Handout ● Cardboard ● Tin foil	● Reflection Question ● Camera project ● Class discussion

	the recording of an image relate to chemistry?		path through camera. Compare camera to eye anatomy. Build a pinhole camera. ● **Tech Check:** What was the most important thing you learned today?	● Tape ● Papereclips ● Lights or flashlights	
9.3.12.AR-AV.2 9.3.12.AR-AV.3	How has the construction of a camera evolved over time? What are the essential parts all modern cameras must have?	● Understanding physical parts of a camera, and how they work to capture images	● **Technow:** Review game parts of a camera (Kahoot, Quizlet, or Quizizz) ● **Tech Goals:** Examine cameras and the photos they take. Take notes on the way digital cameras capture images. Compare digital capture vs. film camera capture. ● **Tech Check:** What role does chemistry have in the preservation of images?	● Kahoot ● Quizlet ● Quizizz ● Slides ● Handout	● Quiz
9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	How can a photographer control what the camera records?	● Experiment with photo-taking techniques ● Autofocus, Tap to focus, Lock focus, HDR mode ● Identify and experiment with depth of field	● **Technow:** Photo challenge, shoot for clarity in extreme foreground AND background. ● **Tech Goals:** Short slide show & how-to. Practice 4 ways of focusing phone camera, and controlling exposure. Partners discuss why having clarity in extreme foreground & background is difficult. ● **Tech Check:** What is the Depth of Field?	● Kahoot ● Quizlet ● Quizizz ● Slides ● Handout	● Partners discuss and report out questions about controlling focus & exposure ● Photo assignments: Depth of field, burst, HDR
9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-	What environmental factors affect what the camera records? How do photographers control the lighting in a photoshoot?	● Identify and experiment with backlighting vs side lighting vs front lighting ● Innovating ways to bounce or color light	● **Technow:** Ground Check game (identify fore-, mid-, and background and depth of field) ● **Tech Goals:** Short demo, then students will practice setting up lights and using reflectors to take photos. Partners experiment with	● Kahoot ● Quizlet ● Quizizz ● Slides ● Handout	● Photo assignments (back lighting, front lighting, side lighting, flat lighting, reflected color

AV.4			"coloring" a scene with reflected light sources. ● **Tech Check:** How many ways can you affect the light in your scene?		lighting) ● Video challenge: can you make and "on the scene" news report with the reflected light of police lights using colored paper?
1.3.8.D.1 1.3.12.D.4 8.1.12.A.2 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	What are the principles of design? How can I used them to craft my images? How have photographers and filmmakers used the principles of design?	● Identify and experiment with common compositions (Rule of 3rds, centering, asymmetry, symmetry, etc.) ● Comparing groupings of elements in an image to find the best composition ● Analyzing which shot from a series is the best ● Experiment with scale of objects and fooling the eye	● **Technow:** Review game of choice (Kahoot, Quizlet, or Quizizz) ● **Tech Goals:** Analyze National Geographic photos for principles of design & composition. Partners analyze student photos, use art/tech vocabulary to describe. ● **Tech Check:** What concept or concepts have you learned that you think you will use in your photography?	● Kahoot ● Quizlet ● Quizizz ● Slides ● Handout	● Discussion groups OR written responses on Google Classroom ● Cumulative partner project: create slides with original photography, use technical vocabulary to discuss images

Robbinsville Public Schools
Unit 2: Video Basics

Enduring Understandings:	**Essential Questions**
● Storyboarding helps media teams visualize the film, show, commercial, cartoon, etc., so everyone works toward the same idea. ● Shot framing and camera movement support the emotions actors portray, and contribute subconsciously to the telling of the story. ● Modern multimedia sequences contain multiple shots of each scene. ● Having a good understanding of basic technical processes is important for every member of a media team. ● No amount of post production editing can compare to properly lit and recorded video in the first place.	● What is the process for making films, tv shows, and other media? ● How do filmmakers use framing to visually tell the story? ● What technical processes do I need to know to work collaboratively on a video project? ● Which Premiere workspace do I need to accomplish the task at hand? How can I keep my workflow organized? ● Why are storyboards important?

Interdisciplinary Connection

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP11. Use technology to enhance productivity.**
- **CRP12. Work productively in teams while using cultural global competence.**
- **9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.**
- **9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.**
- **9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.**
- **9.3.12.AR-AV.4 Design an audio, video and/or film production.**
- **W.9-10.1. Text Types and Purposes**
  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2. Text Types and Purposes**
  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.3. Text Types and Purposes**
  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.9-10.6. Production and Distribution of Writing** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources & Materials	Assessment Strategies
8.1.8.A.1. 8.1.12.A.1. 8.1.8.B.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1	How do a photoshoot and video shoot set up compare? What are the unique considerations needed to record great videos? What environmental factors will affect video recording?	• Practice scouting areas to shoot • Identifying environmental elements that interfere with a shoot • Innovating ways to work around typical environmental interferences	• **Technow:** How might setting up for a photoshoot and a video shoot be the same? How might they be different? • **Tech Goals:** Identify "good" places to shoot video. List characteristics to watch for. Shoot short sound test scenes. Compare sound/video quality of the same scene from different locations. Upload and share footage using google drive. • **Tech Check:** How has your understanding of environmental factors & filming changed from the beginning of class?	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• Sound/video check short clips • Student reflections
8.1.8.D.4 8.1.8.D.2 8.1.12.D.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1	What are the technical and security considerations when sharing media with your team? What are best practices to make the process of collaboration easier? What role does organization play in sharing or working with media assets?	• Practice uploading and sharing media • Comparing methods for sharing media • Identifying security risks • Establishing creative group dynamics • Reflecting on group dynamics	• **Technow:** List as many ways as you can think of to share video clips with your group. • **Tech Goals:** Develop a best practice approach to sharing media within students groups, discuss security issues, discuss copyright issues. Download clips to H:drives, import into Premiere. Learn names of common shot types and basic camera movement. Shoot another small scene. • **Tech Check:** What is the most secure way to share media with your group? What is the least?	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• Class discussion or Google Classroom written response

8.1.P.C.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	How do I add media to my video project timeline? How do I arrange, trim, and cut media in my timeline? How do I save my project? How do I export my project into a file format usable in various media platforms, such as YouTube or for a DVD?	• Workspace organization • Tool groups • Managing media • Split, trim, cut techniques • Add titles • Add transitions • Saving vs. exporting	• **Technow:** Upload, share, and download media. Import to Premiere. • **Tech Goals:** Demo Premiere, workspace organization, tools, arranging, splitting & trimming clip techniques, and exporting final movies. • **Tech Check:** Tool review game	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• First video short • Class discussion reviewing first video shorts
1.1.8.C.4 1.1.12.C.2 W.9-10.2 W.9-10.3 W.9-10.6	What information needs to go on the storyboard or script? How do directors refer to different types of shots? How do directors refer to different types of camera movement?	• Planning for a shoot • Writing dialogue • Writing/drawing stage directions • Writing/drawing lighting cues • Writing/drawing sound cues or music cues • Reflecting on quality of storyboard	• **Technow:** Edit, add title & transition, export, and upload to Google Classroom 2nd video short. • **Tech Goals:** Overview script-storyboard process for creating longer video projects. Analyze video sequences from favorite movies, identify shot types and camera movement. Groups (of 3-4) develop scripts, add audio cues, draw storyboards of once scene from a fav movie. • **Tech Check:** Reflect on your script & storyboard vs the movie clip. Did you include every piece of information needed to produce that scene?	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• Second video short • Class discussion reviewing second video shorts • Script & storyboard for This I Believe project • Reflection • Multiple Choice quiz on shots, camera movement, and basic edits
1.1.8.D.1	How do different types of media	• Identifying essential qualities of various	• **Technow:** Choice of review game AND create group goal list.	• Kahoot • Quizlet	• Check point each day

1.3.8.D.3 1.1.12.D.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	change the way a narrative is expressed? (IE commercials, movies, youtube videos...)	media formats (commercials, news programs, sports commentary, sitcoms...) ● Creating storyboard for chosen format ● Converting storyboard to animatic ● Evaluating success of finished clip ● Reflecting on quality of storyboard	● **Tech Goals:** Identify use of B-roll footage and basic continuity editing (jump cut, sound bridge, graphic match, match-on-action, etc...). Small groups shoot, upload, share, and edit 2-5 minute (finished) video project. (Should take 2-3 classes). Critique when screened. ● **Tech Check:** Reflect on process. What went well, what is a concern, what remains to do?	● Quizizz ● Sample files ● Slides ● Handout	including goal list and reflection. ● 2-5 minute (finished) movie ● Final critique & class discussion ● Quiz

Unit 3: Advanced Video Editing

Enduring Understandings:	**Essential Questions**
● Juxtaposing different shots or scenes creates new meaning beyond what the clips have on their own. ● Effective chroma-keying relies on strong composition skills, scene lighting skills, and software skills. ● Adding special effects requires setting keyframes, then fine tuning their velocity, and other effect-specific controls. ● Color-grading can give the audience a sense of setting, such as time, mood, or even supernatural overtones.	● How does the meaning of clips when they are juxtaposed with other clips? ● How can chroma-key be used differently in all genres of multimedia? ● Why is timing so important when it comes to adding special effects to media? ● How does color affect the audience's reaction to the media being shown?

Interdisciplinary Connection

- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP11. Use technology to enhance productivity.**
- **CRP12. Work productively in teams while using cultural global competence.**
- **9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.**
- **9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.**
- **9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.**
- **9.3.12.AR-AV.4 Design an audio, video and/or film production.**

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources & Materials	Assessment Strategies
1.3.12.D.5 8.2.12.B.1 8.2.12.B.3 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1	What is the purpose of continuity editing? How does editing shape the message in a video? What mindset is beneficial to use when editing?	• Explore the role of mindset in creative endeavors. How does your mindset change throughout the design process? How does mindset affect group dynamics? How do group dynamics affect mindset?	• **Technow:** Review game of continuity edits • **Tech Goals:** Tech challenge: Can you use edits to make a magic trick on video? Analyze the creative process each group used on the last project. Watch interviews with directors and actors about their creative process. Discuss connections with PEI skills. • **Tech Check:** How does your mindset change as you shift from phase to phase in a project?	• Kahoot • Quizlet • Quizizz • Slides • Handout	• Google classroom response • Class discussion • Magic trick short
1.1.8.C.4 1.2.12.A.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.2	How has Lev Kuleshov's film experiment changed movie making? What assumptions does the audience make when shown images on screen?	• Experiment with the way the order of shots in a sequence builds and shapes emotion and expectation • Challenge: Can you edit a sequence two ways different enough to change the story or emotion the audience feels?	• **Technow:** Screen and critique "magic trick" shorts • **Tech Goals:** Expand understanding of continuity editing. Learn about how famous directors think about film editing. Conduct a Kuleshov experiment (film, edit, present, and note responses.) • **Tech Check:** How has the pairing of clips changed your audience's perception of the scene?	• Kahoot • Quizlet • Quizizz • Slides • Handout	• Kuleshov project
1.3.8.D.6 1.2.12.A.2 9.3.12.AR-	What factors affect the realism of a chroma keyed scene? How can you	• How to set up a green screen • How to light a green screen to minimize shadows	• **Technow:** What is a greenscreen and how has it been used? • **Tech Goals:** Learn how to plan, set up, and edit a scene using a greenscreen for a chroma key effect.	• Kahoot • Quizlet • Quizizz • Slides • Handout	• Green screen short • Google classroom

AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1	adjust the way chroma key is applied?	● How to apply the chroma key effect in Premiere ● How to adjust the chroma key controls to improve illusion it creates ● Evaluate backgrounds for use in chroma key ● Finding and using loops online (such as might be used in a news broadcast)	● **Tech Check:** What are three things to keep in mind when planning a scene using a green screen?		written response ● Class discussion on critiquing effectiveness of use of chroma key
8.1.P.C.1 W.9-10.3 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.4 W.9-10.5 W.9-10.6	How can working with multiple timelines (pancaking) help you organize your footage when crafting sequences?	● Problem-solving how to work with increased numbers of media clips ● How to manage pancake timelines ● How to set up pancake timelines	● **Technow:** Working with many clips can be confusing. What can you do to make it easier? ● **Tech Goals:** Using sample files, learn how to manage multiple clips over stacked (or pancaked) timelines. Learn how to nest edited videos together as one clip. Learn how to export from a specific timeline, despite having multiple. Begin planning for final project. ● **Tech Check:** Review games	● Kahoot ● Quizlet ● Quizizz ● Sample files ● Slides ● Handout	● Inventory of editing behaviors, notes ● Quiz ● Major video project

Unit 4: Audio Editing Basics

Enduring Understandings:	**Essential Questions:**
● Media soundtracks have four layers of audio: dialogue, foley, ambiance, & music. ● Ambience adds setting and believability to a media project, and will affect the other layers of audio. ● Foley are noises the actors make moving through their world. ● Musical tracks heighten emotion in the media project. ● No amount of post production editing can compare to properly recorded audio in the first place.	● What does the ambiance audio track add to a media project? ● How do foley and ambiance differ? ● What does the musical track add to a media project? ● Why isn't the dialogue track alone enough?

Interdisciplinary Connection

- **PS4.A: Wave Properties A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) A sound wave needs a medium through which it is transmitted. (MS-PS4-2)**
- **CRP1. Act as a responsible and contributing citizen and employee.**
- **CRP2. Apply appropriate academic and technical skills.**
- **CRP4. Communicate clearly and effectively and with reason.**
- **CRP6. Demonstrate creativity and innovation.**
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- **CRP11. Use technology to enhance productivity.**
- **CRP12. Work productively in teams while using cultural global competence.**
- **9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.**
- **9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production.**
- **9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions.**
- **9.3.12.AR-AV.4 Design an audio, video and/or film production.**
- **W.9-10.1. Text Types and Purposes** Write arguments to support claims in an analysis.
- **W.9-10.2. Text Types and Purposes** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.3. Text Types and Purposes** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.9-10.4. Production and Distribution of Writing** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.6. Production and Distribution of Writing** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources & Materials	Assessment Strategies
9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	Why do filmmakers work with so many layers of audio? Why is creating a soundtrack an iterative process between video and audio?	● Enhance emotion of scene with music ● Enhance realism of scene with Foley and ambient sounds ● Arrange, trim, split, and transition audio clips in Premiere	● **Technow:** Find a favorite scene from a movie or TV show. Watch it , then watch again and really listen. Share a link to it on youtube and comment on all the audio you hear in the scene. ● **Tech Goals:** Analyze the soundtracks of favorite scenes. Learn about layering audio. Overview of purpose for foley, ambience, dialogue, and music track. Record a new dialogue soundtrack for an existing scene. Record a new music soundtrack for existing scene. ● **Tech Check:** What did you learn today that surprised you?	● Kahoot ● Quizlet ● Quizizz ● Slides	● Soundtrack shorts
1.4.8.A.7 1.4.12.B.2 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1	What are the best practices to use when recording sound?	● Record Foley and ambient audio tracks ● Experiment with sources for Foley and ambient sound ● Practice uploading and sharing media ● Comparing methods for sharing media	● **Technow:** What is the difference between ambience and foley? ● **Tech Goals:** Learn about producing foley sounds. Experiment with foley techniques. Record foley track for scene. Record ambient sound for scene. ● **Tech Check:** Think about one sound you needed to make. How did you make it? What things did you experiment with to make that sound? Reflect on the process of experimentation.	● Kahoot ● Quizlet ● Quizizz ● Sample files ● Sticks, stones, sand, leaves, newspaper, foil, fabric, styrofoam cup/peanuts, fan, umbrella, dry pasta	● Soundtrack shorts

1.4.12.B.2 8.1.8.D.3 8.1.8.D.2 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4	What effects can I use to enhance the audio I recorded? How do I add, arrange, split, or trim audio tracks? How do I solo or mute tracks when working with multiple tracks? What are the intellectual property issues when using popular music or sounds downloaded from the web.	• ProTools or Audacity workspace and tools overview •	• **Technow:** Label tools & controls using slides • **Tech Goals:** Students will learn the tools and controls in Audacity / Protools, how to arrange, move, add, delete tracks. Students will learn how to trim, split, and control volume of tracks. Students will learn how to solo or mute tracks. Students will learn how to export MP3s and WAV files for use in video projects. • **Tech Check:** Review game of tools and terms	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• Exported soundtrack • Review game
1.1.8.C.4 9.3.12.AR-AV.2 9.3.12.AR-AV.3 9.3.12.AR-AV.4 W.9-10.1 W.9-10.4	What are the differences between audio file types? What type is before for a soundtrack?	• Compare saving projects vs. exporting audio media • Compare Wav vs MP3 • Use effects to enhance recorded audio (Normalize, Noise Removal, Equalizer...) • Use effects to change tempo, pitch, echo, etc. of audio	• **Technow:** Add new original audio tracks to Premiere projects • **Tech Goals:** Students will learn how to export dialogue tracks from Premiere projects. Students will learn how to digitally enhance dialogue tracks using Audacity / Protools normalize, noise removal, and equalizer. Students will learn how to change tempo & pitch, and how to add echo, repeat, or reverb effects. • **Tech Check:** Screen digitally enhanced clips.	• Kahoot • Quizlet • Quizizz • Sample files • Slides • Handout	• Exported soundtrack • Reflection comparing original to enhanced versions • Small group project and individual reflection about the creative process. OR • 5-minute podcast

General Differentiated Instruction Strategies	
• Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment	• Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker	• Extended time • Study guides • Shortened tests	• Consistent daily structured routine • Simple and clear classroom	• Individual daily planner • Display a written agenda • Note-taking assistance

• Audio-taped books	• Read directions aloud	rules • Frequent feedback	• Color code materials

Enrichment
The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs. • Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways. • Pose questions and exhibit sincere curiosity about principles and how things work. • The ability to grasp concepts and make real world and cross-curricular connections. • Generate theories and hypotheses and pursue methods of inquiry. • Produce products that express insight, creativity, and excellence. • Possess exceptional leadership skills. • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Purposeful Learning Center • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources
• Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

- “Word clouds” from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal

- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/