Digital Production (Semester)

Grade 8, Career & Technical Education

Developed By: Mrs. Linda McDonnell & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Month	Unit
September	• Podcasting
October	• Production and Video Editing
November	• Production and Video Editing •
December	• Production and Video Editing • Stop Motion Animation
January	• Stop Motion Animation
February	• Podcasting
March	• Production and Video Editing
April	• Production and Video Editing •
May	• Production and Video Editing • Stop Motion Animation
June	• Stop Motion Animation

Unit 1

Podcasting

Summary and Rationale

Everyday digital media becomes more important as a means for receiving, producing, sharing, and broadcasting information. Tools and resources that were once the exclusive property of a few are now available to the many. Tomorrow's publishers, marketers, and community leaders will need to know how to use digital media to persuade others and tell new and effective stories. Knowledge of the rules and grammar of movie production, broadcasting, and media presentation is a new powerful literacy.

This unit will introduce the concept of storyboarding, researching, writing a script, and ethical practices. Students will use a variety of tools to organize and plan a story. Projects will encourage students to seek out and use technology appropriately to investigate, solve problems, and communicate their findings effectively. Students will develop skills including; critical thinking skills, integrity, and personal responsibility as they create scripts, record and produce media.

Recommended Pacing

4 weeks

Standards

A/V TECHNOLOGY & FILM (AR-AV)	
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.4	Design an audio, video and/or film production.
Information & Media Literacy	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML4	Ask insightful questions to organize different types of data and create meaningful visualizations.
Technology Literacy	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
Generalizing & Conceptualizing Ideas	

1.2.8.Cr1a	Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
1.2.8.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.8.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
Refining & Completing Projects	
1.2.8.Cr3b	Communicate an intentional purpose and meaning utilizing varying points of view and perspective.
1.2.8.Cr3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
Developing and refining techniques and models or steps needed to create products.	
1.2.8.Pr5a	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
Interdisciplinary Connections	
English Language Arts	
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Integration of Technology	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.

8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Storyboarding and scriptwriting is a process which precedes video production. The information collected is transferred into a message that can be communicated and shared with the world.	● How does a storyboard help in the planning of a digital production? ● What is the purpose of research in script writing? ● How do camera angles help tell a story?

Evidence of Learning (Assessments)

May include but is not limited to:

- Student Reflections
- Digital Notebooks
- Podcast research activity
- Internet Safety podcast
- 7th-grade tips podcast

Objectives (SLO)

Students will know:	Students will be able to:
● How to identify the different types of digital production vehicles and define the characteristics of each. ● How to create a storyboard with script. ● How to collaborate in a team to develop an end-product. ● How to identify the different types of camera angles used in video productions.	● Apply cybersafety rules within a media production. ● Work collaboratively to translate a written story into a visual one. ● Develop a video production idea and present it to an audience. ● Critique a video production. ● Use research and writing skills to create a storyboard.

Suggested Resources/Technology Tools

- https://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf
- WeVideo video editing software
- Canva.com

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to CTE include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments

- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Word banks
- Partnering/Grouping of students
- Peer learning
- Coding diagrams
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to CTE include, but are not limited to::

- Work with district language specialist.
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to CTE include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
- ❑ Attend to personal health and financial well being.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Consider the environmental, social and economic impacts of decisions.
- ❑ Demonstrate creativity and innovation.
- ❑ Employ valid and reliable research strategies.
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

Unit 2

Production and Video Editing

Summary and Rationale

This unit will explore the use of digital cameras, tripods and audio equipment in order to produce a product for publication. Students will then be introduced to the concept of post-video capture editing, manipulation of audio/music, graphics, special effects, and text. Post-production puts all of the pieces together. Students will demonstrate knowledge of the content and structure of moviemaking. This will be done through collaboration, problem-solving, creative thinking, and project management.

Recommended Pacing

10 weeks and ongoing (Content will be addressed throughout the course)

Standards

Information & Media Literacy	
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
Technology Literacy	
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
Technology Standards	
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Generating & Conceptualizing Ideas	
1.2.8.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
Organizing & Developing Ideas	

1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
Refining & Completing Projects	
1.2.8.Cr3b	Communicate an intentional purpose and meaning utilizing varying point of view and perspective
Selecting, analyzing and interpreting work	
1.2.8.Pr4a	Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
Developing and refining techniques and models or steps needed to create products	
1.2.8.Pr5a	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.
Conveying Meaning Through Art	
1.2.8.Pr6a	Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
Synthesizing and relating knowledge and personal experiences to create products.	
1.2.8.Cn10a	Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.
Interdisciplinary Connections	
English Language Arts	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Integration of Technology	
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.

8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Camera angles can change the messages, ideas, and emotions behind a video production. ● Understanding how to use a video camera to shoot high quality, creative, and well-composed shots will create a more meaningful and professional product. ● How filmmakers compose their shots determines how well a production communicates its images to the viewer.	● How can we use different camera angles to tell a story? ● Why is it important to understand the connection between audio, video and graphics in presenting a point of view? ● Do different production formats require different approaches? ● How can teams work together to reach a goal? ● What are the various crew roles on a video production and how do they interact to create a unified product? ● How can captured content be edited to create a final product?

Evidence of Learning (Assessments)

May include but is not limited to:

- Student Reflections
- Digital Notebooks
- Copyright & Fair Use Activity
- Video Scavenger Hunt
- WMS TV News episodes
- WMS TV News special editions

Objectives (SLO)

Students will know:	Students will be able to:
● How to capture digital audio and video clips. ● How to create original audio, video, animation and three dimensional products. ● How to apply cybersafety rules when producing content. ● The various crew roles & jobs required to produce a video production. ● How to use a video camera to create interesting, creative, and meaningful shots using basic camera angles.	● Demonstrate the basic fundamentals of camera and tripod setup and operation. ● Capture digital audio and video clips. ● Understand concepts of composition, perspective and point-of-view when shooting video. ● Identify and implement a variety of camera shots, perspectives, and movements in digital production. ● Work as a team to create an approved video. ● Fulfill a variety of production crew roles within one broadcast.

● How to use lighting to create different moods and feels. ● How sound works and how it is recorded, and the laws about using other people's music.	● Produce live and taped video productions. ● Use WeVideo to create and edit video content for production.

Suggested Resources/Technology Tools

- https://sites.google.com/a/csdm.k12.mi.us/marabeas/8th-grade-video-production
- Camera Shots and Tricks
- http://www.apple.com/education/docs/Apple-Moviemakingcurriculum.pdf (lessons 3-5)
- https://www.bcps.org/offices/lis/tvprog/televisionstudio.html
- WeVideo video editing software

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to CTE include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Word banks
- Partnering/Grouping of students
- Peer learning
- Coding diagrams
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to CTE include, but are not limited to:

- Work with district language specialist.
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses

- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
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- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to CTE include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
- ❑ Attend to personal health and financial well being.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Consider the environmental, social and economic impacts of decisions.
- ❑ Demonstrate creativity and innovation.
- ❑ Employ valid and reliable research strategies.
- ❑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

Unit 3

Stop Motion Animation

Summary and Rationale

Stop Motion Animation is a technique used in animation to bring static objects to life on screen. This is done by moving the object in increments while filming a frame per increment. The frames are then edited in software to show movement. This technique is popular in marketing, advertising and of course movies. It combines planning, collaboration, experimentation along with camera technique and editing.

Recommended Pacing

4 weeks

Standards

Computer Science and Design Thinking	
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
Career Readiness, Life Literacies, and Key Skills	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Generating & Conceptualizing Ideas	
1.2.8.Cr1b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
Refining & Completing Projects	

1.2.8.Cr3a	Experiment with and implement multiple approaches that integrate content and stylistic conventions.
1.2.8.Cr3c	Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.
Selecting, analyzing and interpreting work	
1.2.8.Pr4a	Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).
Developing and refining techniques and models or steps needed to create products.	
1.2.8.Pr5b	Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.
Interdisciplinary Connections	
English Language Arts	
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Engineering Design	
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
Integration of Technology	
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
• People have used design to express experiences and ideas across cultures for centuries.	• How can animations create realities that inspire, motivate, and evoke human emotion?

• Animations can be used to inspire, motivate, and persuade others to a call for action. • Creating a stop motion animation involves the collaboration of a team and the assignment of key roles.	• How can the animation properties of objects be controlled and customized? • What makes an effective team?

Evidence of Learning (Assessments)

Includes but is not limited to:

- Student Reflections
- Digital Notebooks
- Stop Motion Name project
- Stop Motion Group project

Objectives (SLO)

Students will know:	Students will be able to:
• How stop motion is used in films and marketing. • The steps in stop motion film development include brainstorming, planning, manipulating objects, and filming.	• Collaborate and brainstorm ideas for a stop motion project. • Manipulate video editing software to create a stop motion film that represents an idea. • Utilize various objects to bring an idea to life. • Critique the film and modify as needed.

Suggested Resources/Technology Tools

- WeVideo video editing software
- Canva.com
- Deadline post-it stop motion: https://www.youtube.com/watch_popup?v=BpWM0FNPZSs
- The making of Deadline: https://www.youtube.com/watch?v=ArJYvaCCB3c
- Animation Basics: https://ed.ted.com/lessons/animation-basics-homemade-special-effects-ted-ed#digdeeper
- Working at Pixar: http://sciencebehindpixar.org/interview-videos

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.