

Dr. G.W Williams Course Outline

Technological Education Department: Grade 10 Communications Technology

Course Type:	Open	Course Code: TGJ20
Credit Value:	1.0	
Ministry Guideline:	The Ontario Curriculum, Grades 9 & 10, 2009 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 Think Literacy: Cross Curricular Approaches, Grades 7-12, 2003	
YRDSB Guideline:	Curriculum Framework Series: Guidelines for Curriculum Implementation, 2007 Curriculum Framework Series: Guidelines for Literacy, 2007 Curriculum Framework Series: Guidelines for Assessment and Evaluation for York Region Schools, 2006 Curriculum Framework Series: Guidelines for Instruction, 2004 Curriculum Framework Series: Information Communications Technology and the Learner, 2003 Curriculum Expectations for York Region Schools: A Curriculum Framework, 2001	
Major Resources:	Apple Inc. Adobe Moodle Google	
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DESCRIPTION

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

COURSE CURRICULUM STRANDS

- Communications Technology Fundamentals
- Communications Technology Skills
- Technology, the Environment, and Society
- Professional Practice and Career Opportunities

CURRICULUM EXPECTATIONS

Communications Technology Fundamentals

- 1.** demonstrate an understanding of the core concepts, techniques, and skills required to produce a range of communications media products or services;
- 2.** demonstrate an understanding of technical terminology, basic scientific concepts, and mathematical concepts used in communications technology and apply them to the creation of media products;
- 3.** demonstrate an understanding of and apply the interpersonal and communication skills necessary to work effectively in a team setting.

Communications Technology Skills

- 1.** apply project management techniques to the planning and development of communications media products;
- 2.** apply a design process or other problem-solving processes to meet a range of challenges in communications technology;
- 3.** create products or productions that demonstrate competence in the application of creative and technical skills.

Technology, the Environment, and Society

- 1.** describe the impact of communications media technologies and activities on the environment and identify ways of reducing their harmful effects;
- 2.** demonstrate an understanding of social effects and issues arising from the use of communications media technologies and the importance of representing cultural and social diversity in media productions.

Professional Practice and Career Opportunities

- 1.** demonstrate an understanding of and apply safe work practices in communications technology activities;
- 2.** identify career opportunities in communications technology and demonstrate an understanding of the skills, work habits, education, and training required for entry into postsecondary programs or employment in these fields.

INSTRUCTIONAL APPROACHES

This course is based on the following four key beliefs:

- *all students can achieve high standards given the right time and support;*
- *all teachers can teach to high standards given the right assistance;*
- *high expectations and early interventions are essential;*
- *teachers need to be able to articulate what they do and why they teach the way that they do.*

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need.

Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills, involving students in the learning process.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality instruction. This will include the development of leaning skills.

INSTRUCTIONAL STRATEGIES

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous hands-on opportunities for students to develop and refine their problem-solving skills, critical and creative thinking skills, and communication skills, while discovering fundamental concepts through activities and projects, exploration, and research. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economic conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become lifelong learners.

ASSESSMENT & EVALUATION STRATEGIES

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. Teachers will use conversations, products, and observations to gather evidence to determine student achievement. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Throughout this course, the following assessment for learning, assessment as learning, and assessment of learning strategies will be used such as:

- *diagnostic assessments to determine what students already know so that teachers can plan instruction and assessment that is differentiated and appropriate so that students and teachers can develop learning goals and success criteria;*
- *eliciting information about student learning through personal assessments that include: level of understanding, learning styles, interests and needs of students;*
- *descriptive feedback where students can improve in a timely manner;*
- *formative assessments in an ongoing manner during instruction to monitor students' progress towards achieving overall expectation as well as; guide next steps, share examples of student work, check for understanding, and help students monitor their progress towards achieving their learning goals;*
- *through targeted instruction, teachers will engage students as learning resources for one another*

and to help students understand what it means to own their own learning and empowering them by developing student self-assessment and peer assessment skills; and in setting individual goals;

- *summative assessments will be given near the end of the unit and is used by the teacher to summarize learning at a given point of time.*

Students will be given a number of opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of the Achievement Chart. Teachers will triangulate data by Using conversations, observations, and products as evidence of student learning.

Throughout this course, evidence of student achievement for evaluation will be collected through the use of:

- *ongoing technological-based assignments (creation of graphic design, photography, animation, audio production and video production products);*
- *performance problems;*
- *interviews and conferences;*
- *observation and dialogue;*
- *culminating project; and a*
- *cross curricular task.*

LITERACY AND CRITICAL THINKING STRATEGIES

Literacy involves the development of a continuum of skills, knowledge and attitudes that prepare all of our learners for life in a changing world community. It begins with the fundamental acquisition of skills in reading, writing, listening, and speaking through communications. It becomes the ability to understand, think, apply and communicate effectively in all subject and program areas in a variety of ways for a variety of purposes. Teachers will promote the following literacy strategies:

- *creating a word wall – provide visual clues and cues for the students when learning or reviewing communications technology vocabulary for a unit of study;*
- *concept circles – create a visual connection between concepts and vocabulary;*
- *developing and organizing Ideas – to identify relationships and make connections among ideas and information (e.g. producing a pre-production package (treatment, script, storyboard, shot list) to guide production process);*
- *writing for a purpose – distinguish main ideas and supporting details for a paragraph and provide specific and supportive detail in the writing;*
- *oral communication – encourage students to think about a question and then refine their understanding through discussion with a partner, small group, or four corners;*
- *model proper use of symbols, vocabulary, and notations in oral and written form and expect students to correctly use them in their work;*
- *ensure that students are exposed to and use new communications technology terminology as it is introduced;*
- *ask clarifying and extending questions and encourage students to ask themselves similar kinds of questions; and*
- *ask students open-ended questions to encourage inquiry based learning on related topics.*

EDUCATIONAL PRINCIPLES

TWENTY FIRST CENTURY LEARNING

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

PLANNING FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and work collaboratively with the parents, the Special Education team, and Student Success to achieve this goal. Throughout the course, teachers:

- *will implement suggestions and accommodations on IEP with regards to instruction and assessment & evaluation;*
- *will support students with IEP's by having ongoing communication with students, parents, SERT, and the Student Success teacher; and*
- *will use assessment and evaluation strategies to specify and verify student's needs and determine in consultation with the in-school team whether or not the student requires accommodations or modifications.*

A set of beliefs that should guide program planning for students with special education needs *in all disciplines* are as follows:

- *All students can succeed;*
- *Teachers will implement suggestions and accommodations on IEP with regards to instruction and assessment & evaluation*
- *Teachers will support students with IEP's by having ongoing communication with students, parents, SERT, and the Student Success teacher;*
- *Differentiated instruction is effective for any group of students;*
- *Successful instructional practices are founded on evidence-based research, tempered by experience;*
- *Classroom teachers are key educators for a student's literacy and numeracy development;*
- *Each student has his or her own unique patterns of learning;*
- *Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs;*
- *Fairness is not sameness.*

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Teachers of technological education must incorporate appropriate adaptations and strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms.

FINANCIAL LITERACY

Financial literacy may be defined as “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence”. Making financial decisions has become an increasingly complex task in the modern world. Consequently, people need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. They need to be aware of risks that accompany various financial choices. They also need not only to develop an understanding of world economic forces, but also to become aware of ways in which they themselves can respond to those influences and make informed choices. In this course, students will develop skills in problem solving, inquiry, decision making and critical thinking that will enable them to understand and respond to complex issues regarding their own personal finances and to develop an understanding of the local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.

EQUITY AND INCLUSIVE EDUCATION

All teachers will promote positive and respectful relations with and between members of all school communities. We have a responsibility to ensure that their students have an equal opportunity to achieve their full potential, regardless of race, ethnicity, culture, faith, language and nationality. The curriculum will be free from bias, and all students will be provided with a safe and secure environment, characterized by respect for others, that allows them to participate fully and responsibly in the educational experience.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy skills can play an important role in student success in technological education courses. Many of the activities and tasks students undertake in technological education courses involve the use of written, oral, and visual communication skills. Teachers should encourage conceptual understanding of technological concepts and apply them to solve real-life applications. Teachers are encouraged to use inquiry-based learning to further consolidate student understanding of real life technological concepts.

THE ROLE OF THE SCHOOL LIBRARY

The school library program can help to build and transform students' knowledge to support lifelong learning in our information and knowledge-based society. It can act as a useful resource when students' need to research topics of interest for their project or to use a number of the available databases to accumulate relative data in order to analyze relationships and or trends that may exist.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Applications such as graphic design, animation, photography, audio and video software can be used to support various methods of inquiry in communications technology courses. Where appropriate, students are encouraged to use technology tools that enhance and engage them in the learning process.

CAREER EDUCATION, COOPERATIVE EDUCATION, AND OTHER FORMS OF EXPERIENTIAL LEARNING

Teachers will promote students' awareness of careers involving technological education by exploring applications of concepts and providing opportunities for career-related exploration.

Cooperative education and other workplace experiences, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities.

SPECIALIST HIGH SKILLS MAJOR

Technological Education courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, technological education courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education.

HEALTH AND SAFETY

For the safety of all students and teachers, it is important to abide by all health and safety regulations while either in or out of the classroom. Any health and safety issues should be reported immediately to the administration.

CHARACTER EDUCATION

Good character forms the cornerstone of a civil, just and democratic society. Development of good character is a shared responsibility of students, staff, families and the extended community. All members of society should embrace opportunities

to model, teach, promote, and celebrate good character. The York Region District School Board believes that character can be both taught and learned and contributes to the social, emotional and academic development of the whole child

The attributes are: respect, responsibility, honesty, empathy, fairness, initiative, perseverance, integrity, courage, and optimism.

HEALTHY SCHOOLS

Quality instruction provides students with a wide range of opportunities to learn, practise, and demonstrate knowledge and skills related to living a healthy life.

A safe and healthy physical environment improves the conditions for learning. A supportive social environment has a positive impact on students' learning. Students are responsible for recycling, reusing and minimizing their educational imprint in conserving resources.

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT

THE ACHIEVEMENT CHART & THE 4 CATEGORIES

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are as follows:

Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

- Knowledge of content
- Understanding of mathematical concepts

Application – The use of knowledge and skills to make connections within and between various contexts.

- Application of knowledge and skills in familiar contexts.
- Transfer of knowledge and skills to new contexts.
- Making connections within and between various contexts.

Thinking/Inquiry – The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., identifying the problem, selecting strategies and resources, scheduling)
- processing skills (e.g., analysing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions)
- critical/creative thinking processes (e.g., problem-solving, design, and decision-making processes)

Communication – The conveying of meaning through various forms.

- oral (e.g., role play, discussion, presentation)
- written (e.g., design briefs, work orders, technical reports)
- visual (e.g., technical drawings, flow charts, graphics)

The evaluation for this course will be based on: *Growing Success, 2010; The Ontario Curriculum, Grades: Department, Year Published; Guidelines for Assessment and Evaluation for York Region Schools, 2001* and will include the following:

Application.....35%
Thinking/Inquiry.....15.0%

Communication.....	10.0%
Knowledge/Understanding.....	10.0%
Cross-Curricular Task.....	5.0%
Culminating Project.....	25.0%

Learning Skills & Work Habits

Learning Skills will be assessed using observations, conversations with self and peer assessments to provide evidence of growth and understanding in the six skill areas.

Student progress will be reported with a mid-term report and a final report will be given at the end of the semester. Both reports will include a numeric grade, a summary of the student's learning skills and work habits, and anecdotal comments regarding strengths and next steps for improvements.

Course Curriculum Strands

- Communications Technology Fundamentals
- Communications Technology Skills
- Technology, the Environment, and Society
- Professional Practice and Career Opportunities

Unit Outlines

- Unit 1 Outline - Information Displays & Environment
- Unit 2 Outline - Graphic Design & Production
- Unit 3 Outline - Image Production and Processes
- Unit 4 Outline - Short Animations
- Unit 5 Outline - Short Audio-Video Production

Unit 1: Information Displays and Environments

Students plan and produce environments for information displays using a variety of software, hardware, and physical materials. They create display spaces and employ electronic resources in the production, presentation, and distribution of information. Students apply ethical standards and policies in their productions as they explore further education and career opportunities.

A) Learning the MAC Environment

Targets:

- **Students will know how to search, open, and save files on a mac.**
- **Students will understand how to use core programs on the mac.**
- **Students will learn to save time and be efficient using a mac.**

-We teach students how to search, open and save documents. We also show them how to navigate through core Apple programs, specific programs for communications technology and shortcuts to save time and improve efficiency.

B) Copyright Laws

Targets:

- **Students will learn Canadian Copyright Laws in regards to music, image and video production**
- **Students will understand the difference between copyright infringement and acceptable use policies.**

-We teach the students to create their own music or ask permission from the owner.

C) Certification/ Careers

Targets:

- Students will learn the different careers associated with communication technology courses.
- Students will learn how to manage and care for equipment, similar to industry standards.
- Students will need to pass a variety of hands on test to use school equipment

-We teach students the different possibilities for careers in the field of communications technology. We will emphasize the importance of professionalism, through the use and care of equipment and standards in the industry.

D) Sign out / Policies in production

Targets:

- Students will solidify their understanding of proper equipment handling
- Students will learn the proper policies in regards to signing in and out equipment

-We teach students the clear expectations for signing in and out, and properly caring for the equipment.

Unit 2: Graphic Design and Production

This unit introduces students to the technology required to communicate graphically through desktop-publishing systems and software, print production methods, and specialty printing. Students learn and apply design elements and principles by creating thumbnail sketches, rough sketches, comprehensive layouts, and camera-ready artwork to produce printed materials. Safety, print media influences, careers, and educational planning are explored.

A) Vector vs Bitmap

Targets:

- Students will be able to explain the difference between vector and bitmap images.
- Students will learn fundamentals of graphic design terminology.
- Students will write a quiz to solidify their understanding.

-We teach students the terminology of graphic design. We also explain the fundamental differences between vector and bitmap images, a cornerstone of understanding graphic design.

B) Principles and Elements of Design

Targets:

- Students will be able to explain the principles of design.
- Students will be able to explain the elements of design.
- Students will look at advertisements and decipher which elements and/or principles of design are most present in the ad.

-We teach students the principles and elements of design through a series of PowerPoint presentations and hands-on lessons.

C) Adobe Illustrator Basics

Targets:

- Students will learn the basic functions of Adobe Illustrator.
- Students will further understand how Illustrator is used to create vector-based images and graphics.

-We teach students the basics of Adobe Illustrator. Students then follow a series of video tutorials to further explore the program. Students will successfully complete each tutorial to create various vector images on their own.

D) Learning about Logos

Targets:

- **Students will learn the power of logos.**
- **Students will further understand how Illustrator is used to create vector-based images and graphics.**

-We will introduce students to a variety of powerful logos, and break down their design and meaning. We will explain to the students how logos must be created using vector imaging software, such as Adobe Illustrator.

E) Creation of Personal Logos

Targets:

- **Students will sketch out a number of personal logos for planning purposes.**
- **Students will physically create their logos in Adobe Illustrator.**
- **Students will print and stamp a button of their personal logo.**

-We will introduce students to the important step for graphic designers of sketching and creating mockups for their logos. We will aid students in the process of creating their logos on the computer, and finishing them off as a button.

F) Adobe Photoshop Basics

Targets:

- **Students will learn the basic functions of Adobe Photoshop.**
- **Students will further understand how Photoshop is used to aid in the alteration of bitmap images.**

-We teach students the basics of Adobe Photoshop. Students then follow a series of video tutorials to further explore the program. Students will successfully complete each tutorial to create various bitmap images on their own.

G) The Power of Advertising & Creation of Advertisements

Targets:

- **Students will learn the effectiveness of strong advertising.**
- **Students will further understand how Photoshop aids in the process of altering bitmap images.**
- **Students will create sketches and mockups for their advertisements**
- **Using a combination of Illustrator and Photoshop, students will create a professional advertisement**

-We will introduce students to a variety of powerful advertisements, and break down their design and meaning using the principles and elements of design. We will explain to the students how ads must be created using both vector imaging software, such as Adobe Illustrator, and bitmap altering software such as Adobe Photoshop. After students create sketches and mockups, they will create and print advertisements, using both Illustrator and Photoshop.

I) Enrichment Activities – How to use the Internet for Beneficial Purposes

Targets:

- **Students will continue to develop their critical thinking skills.**
- **Students will use the Internet and class tutorials to foster life long learning for the 21st century student.**

-We will introduce students to widening their surroundings. This unit helps teach students to think critically, solve problems and follow specific directions. The goal for our students is to utilize the technology that is available to them with the resources in and outside of the classroom.

Unit 3: Image Production and Processes

Students apply the elements and principles of photography in developing techniques to capture, manipulate, and edit images. Students learn basic optic principles, technical terminology, lighting techniques, and production processes to safely generate final photographic images. They discover how the camera captures images and how light is controlled in studio and natural settings. Students apply ethical standards and policies in their productions while exploring further education and career opportunities.

A) Introduction to Photography

Targets:

- **Students will understand the basic fundamentals of using a digital camera.**
- **Students will understand the benefits of digital photography in the 21st century.**
- **Students will be introduced to the basics of digital photography.**
- **Students will be able to differentiate between iso, aperture & shutter speed and when to use in photography.**

-We teach students how to operate a digital camera, the basic features (automatic) as well as introduce the advanced manual functions features. We will go through examples of photography using examples from traditional 35mm photography to new age digital photography. We demonstrate to students the benefits of digital photography including real time photo display to show changes in the exposure triangle. Students will become aware of how to improve their photo's manually using the exposure triangle vs traditional automatic functions in photography.

B) Learning about Composition

Targets:

- **Students will learn the fundamentals of different shot type compositions**
- **Students will further explore the exposure triangle through demonstrating various shot compositions in their exploration of photography.**

-We further teach students how to use the exposure triangle (iso, aperture, shutter speed) to deliver maximum results from a digital camera. We teach students the fundamentals and importance of various shot types to capture effective photography.

C) Understanding Digital Imaging

Targets:

- **Students will learn the how to use both digital photography and digital post production techniques.**
- **Students will take photos and use appropriate software (Adobe Photoshop) to enhance their work.**

-We further teach students how to enhance their photographs using digital imaging software, such as Adobe Photoshop. Students will explore a variety of assignments where they can hone their skills with practice in photography and digital imaging.

Unit 4: Green Screen Animations

This unit introduces students to the fundamental principles of computer-generated green screening and digital animation. Students develop scripts, prepare storyboards, construct or model images, and edit animations and output for different

applications. They study and apply green screen composition, and editing techniques to create animated, short films. Students apply ethical standards and policies in their productions while exploring further education and career opportunities.

A) Introduction to Animation and Green Screening

Targets:

- **Students will learn about the power of green screening**
- **Students will understand the concepts green screen compositions**

B) The Production Process

Targets:

- **Students will learn the three main stages of production**
- **Students will understand the concepts behind green screening.**

C) Stop-Motion Animations

Targets:

- **Students will go through the three main stages of production in creating a Stop-motion Animation video**
- **Students will learn the program iMovie in order to edit their video.**

-Students will get together in groups of three. As a group, they will put together a Pre-Production package, which they will pitch to the class for approval. If approved, the groups will move into production, where they will film their animated videos one frame at a time. They will then each create the finished project by editing their footage individually in Post-Production. We will have a gala screening to showcase each students work when the project is complete.

Unit 5: Short Audio-Video Production

This unit introduces students to the processes of audio-video pre-production, production, and post-production. Students learn basic shot sizes, camera movements, and special effects to create a storyboard and to script audio-video material. Students compose and capture images, edit audio-video footage, and apply finishing operations before presenting the production to an audience. The safe and careful handling of sensitive equipment is emphasized. Students learn to apply ethical standards and policies in their productions while exploring further education and career opportunities.

A) Introduction to Video Production

Targets:

- **Students will be able to plan, shoot and edit a video.**
- **Students will understand the concepts of video production.**
- **Students will understand how to use movie production software (iMovie, FinalCut, Motion) to make high quality films.**
- **Students will learn how the film industry works and incorporate these skills with their everyday life skills. (i.e. punctuality, organization, time management)**

-We teach students how they can relate their life skills in the real world. Video and film production is a very hands on and time demanding industry. We teach students how to utilize their strengths and improve their weaknesses to maximize their potential and learning.

B) Shot Types and Composition

Targets:

- Students will be able to determine & identify the different shot types & compositions in video production
- Students will understand how to effectively use these shot types to enhance their video.
- Students will learn how different shot types and compositions can influence a video and the impact they can have.

-We teach students how to shoot video for any type of environment. They learn the basics of video: Shot types (Extreme Long Shot, Long Shot, Medium Long Shot, Medium Shot, Medium Close up, Close up, Extreme Close up). Angles (Birds eye view, worms eye view, low angle, high angle, canted) Camera Movements: (tilting, panning, dollying, tracking, zooming).

C) Special Effects (Motion)

Targets:

- Students will be able to determine where motion is used in the industry.
- Students will understand how to use motion to enhance their videos.
- Students will learn the basics of motion and how they can use it both independent or dependently with their video production.

-We teach students through in-class tutorials, online tutorials and e-books. We teach them basic animations, templates and how they can use both final cut and motion together.

D) Filming Matched Action

Targets:

- Students will be able to identify what “matched action” is and where it is used in films/tv.
- Students will understand the importance of matched action in their video. (Saves time, grabs attention of viewer)
- Each student will learn the how to cut a matched action.

-We teach students how to film and edit a matched action sequence. The teacher first demonstrates what a matched action scene is and how to film one. Students perform two matched actions, one as an entire class, and one they film with group members. Students learn how to work with a group, on a deadline and can see how everyone edits movies differently.

E) Intro to Video Editing through Final Cut Pro

Targets:

- Students will be exposed to the professional editing software Final Cut Pro.
- Students will learn to setup their scratch disks, and will log and transfer the matched action footage.
- Students will individually edit the matched action footage.

-We introduce students to Apple’s Final Cut Pro, where after setting up scratch disks and logging and transferring footage, each student will edit their own version of the class-shot “Matched Action” Video.

F) How To Videos and Television Broadcasting

Targets:

- Students will be exposed to the world of television broadcasting, through news and product advertising.
- Students will collaborate to create either a “How To” video or a news segment for Colts TV.

-We teach students the various techniques used in selling both products and news to a broad audience. Students see a breakdown of various How To videos and news segments, then collaborate in small groups to produce their own videos.

G) Culminating Project: PSA Videos – Using the power of communications technology for good

Targets:

- Students will solidify their understanding that the powerful tools they have learned in this course can be used for good or bad, and they have the ability to influence many people with the power of Communications Technology
- Students will watch a variety of PSA (Public Service Announcement) videos, and we will break them down both technically, and socially/politically
- Students will be put into groups to create a packaged DVD PSA, solidifying all that they have learned this semester.

-We teach students how they have the ability to influence others positively through the powerful mediums they have learned to create in this class. We show how certain PSAs have the ability to change the world for the better. Students are assigned the task of creating a packaged PSA in groups (Pre-Production and Production in groups, Post-Production individually), some of which may be used by specific organizations professionally (i.e. Right To Play).

H) Backing up files and “finishing” videos

Targets:

- Students will be learning the different ways to backup digital files.
- Students will learn about creating a portfolio

-We teach students how to backup and store their videos from the semester so they can showcase their work outside of the school. Students will wish to save their work in order to use them for digital portfolios down the road, or potentially to upload them to websites, or continue editing them outside of school.