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CTECS – Vision of Graduate

Connecticut Technical Education and Career System
Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Respectful



A Critical Thinker



Work Ready



Skilled Socially



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver	Work Ready
<p>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability:</p> <ul style="list-style-type: none"> • Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions • Facilitate group discussions and collaborative projects • Use real-world scenarios and hands-on activities • Highlight the importance of effort, persistence, and continuous learning • Provide regular feedback and encourage reflection 	<p>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one:</p> <ul style="list-style-type: none"> • Set high standards for punctuality, responsibility, professionalism, and task completion • Use project-based learning and collaborative assignments • Emphasize clear written and verbal communication • Offer practical exercises like mock interviews and resume workshops • Integrate technology and teach digital literacy

Respectful	Skilled Socially
<p>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally:</p> <ul style="list-style-type: none"> • Demonstrate personal, interpersonal, and professional skills • Show respect for diversity • Model respect through active listening and empathy • Set clear expectations for respectful interactions • Promote collaboration and group discussions • Celebrate respectful behavior • Address disrespect promptly and constructively 	<p>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces:</p> <ul style="list-style-type: none"> • Show awareness of global responsibility to others and the environment • Participate in community involvement • Design cooperative group projects and team activities • Set expectations for respect and give regular feedback • Facilitate discussions on inclusivity, kindness, and respect • Model positive interactions and recognize strong social skills
A Critical Thinker	An Effective Communicator
<p>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions:</p> <ul style="list-style-type: none"> • Encourage critical thinking individually and collaboratively • Design lessons that challenge assumptions and explore diverse viewpoints • Use open-ended questions, rigorous activities, and cross-curricular projects • Integrate project-based learning and real-world problem-solving • Offer reflective opportunities like journaling and discussions • Cultivate an environment that values curiosity and inquiry 	<p>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration:</p> <ul style="list-style-type: none"> • Communicate effectively using oral, written, visual, artistic, and technical modes • Include group discussions, presentations, and peer reviews • Promote active listening and thoughtful responses • Offer clear guidelines and constructive feedback • Stress clear, respectful, and purposeful communication



Course Map

Grade 9 Semester 1 & 2

- **9.1** Ergonomics and Safety
- **9.2** Legal & Copyright
- **9.3** Intro to Digital Media's Place in Society
- **9.4** Basic Knowledge of Equipment
- **9.5** Basic Visual Literacy, Shot Types and Composition
- **9.6** Project and Time Management
- **9.7** Intro to Editing
- **9.8** Basic Audio for Video Production
- **9.9** Basic Lighting for Video Production
- **9.10** Introduction to Graphics for Video
- **9.11** Intro to Field Production
- **9.12** Intro to Studio Production
- **9.13** Basic Scriptwriting and Storytelling
- **9.14** Constructive Criticism

Grade 10 Semester 1

- **10.1** Intermediate Camera
- **10.2** Intro to Interviewing
- **10.3** Intro to Broadcast Journalism and Newswriting
- **10.4** Intermediate Editing
- **10.5** Intermediate Studio and Control Room

Grade 10 Semester 2

- **10.6** Elements of a Scene
- **10.7** Intermediate Photoshop
- **10.8** Intro to After Effects
- **10.9** Creating Content for Social Media
- **10.10** Intro to Employability

Grade 11 Semester 1

- **11.1** History of TV, Motion Pictures and Digital Media
- **11.2** In-Depth Career Opportunities
- **11.3** Intermediate Sound
- **11.4** Introduction to Screenwriting
- **11.5** Social Media Management

Grade 11 Semester 2

- **11.6** Event Production
- **11.7** Advanced Premiere
- **11.8** Intermediate After Effects
- **11.9** Final Project
- **11.10** Freelance Toolkit

Grade 12 Semester 1

- **12.1** Leadership
- **12.2** Advanced Camera Operation
- **12.3** Directing
- **12.4** Producing
- **12.5** Introduction to Production Budgeting

Grade 12 Semester 2

- **12.6** Marketing Yourself
- **12.7** Working with Clients and Management.
- **12.8** Creating a Documentary
- **12.9** Capstone

9th Grade Curriculum

Exploratory Phase 1 (2-day)

Big Idea (s):

1. The Digital Media Industry has a wide range of opportunities that all require similar basic knowledge and skill sets
2. Digital Media safety in hardware, software and content is imperative to being the Digital Media field.

Essential Question(s):

1. What is it like to work as a professional in the digital media industry?
2. How do you safely navigate digital media equipment?
3. What skills are needed to work in the digital media industry?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
1.1 Identify career opportunities in the digital media field.	Students identify which career opportunities they are interested in.
1.2 Safely utilize digital media equipment: <ul style="list-style-type: none">• Internet safety• Computer best practices• Respecting shop equipment	Passing a safety quiz.
1.3 Utilize the basic functions of Photoshop: <ul style="list-style-type: none">• Text Tool• Importing images• Shapes• Save project in different formats	Creating a basic Adobe Photoshop project.
1.4 Utilize the basic functions of Premiere: <ul style="list-style-type: none">• Import footage• Name clips• Utilize in and out points	Editing and exporting a basic video in Adobe Premiere Pro.

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<ul style="list-style-type: none">• Create basic assembly edit• Export video	

Technical Vocab:

Pre-Production, Production, Post Production, Import, Export, Photoshop, Premier, Adobe, Crew, Lav Mic, Camcorder, Tripod, Rule of Thirds, Editing, Shot Angles

Resources:

DaVinci Resolve, We Video, Pixlr

Exploratory Phase 2 (4-day)

Big Idea (s):

1. Creating a video from concept to completion requires many steps
2. Planning and executing a studio production requires communication, collaboration and organization

Essential Question (s):

1. What are the steps in creating a video?
2. How is a studio production properly executed?
3. Which techniques can be used to increase audience engagement?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.1 Create a video from concept to completion: <ul style="list-style-type: none">• Pre-production• Production• Post-production	Completion of video from concept to completion.
2.2 Create a studio production: <ul style="list-style-type: none">• Planning the production• Creating a production crew• Recording and exporting the production	Completion of studio production from concept to completion.
2.3 Utilize basic video equipment and techniques: <ul style="list-style-type: none">• Camcorder• Lav Mic• Tripod• Rule of Thirds• Basic shot types (WS, MS, CU)	Creating a video using basic video equipment and techniques.

Technical Vocab:

Pre-Production, Production, Post Production, Import, Export, Photoshop, Premier, Adobe, Crew, Lav Mic, Camcorder, Tripod, Rule of Thirds, Editing, Shot Angles

Resources:

DaVinci Resolve, We Video, Pixlr

Goal 9.1 - Ergonomics & Safety

Big Idea (s):

1. Ergonomics is the study of safe interaction between humans and equipment
2. Safety, conduct and ergonomics are essential to a functioning workplace and minimizes injuries
3. Each person is responsible for following safety procedures for their professionalism in the workplace

Essential Question (s):

1. Why is ergonomics important and how does it apply with digital media equipment?
2. Why do we need to demonstrate safety and proper conduct at work?
3. What is the proper way to conduct yourself on set, on your workstation and in the classroom?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
1.1 Identify and define all safety, conduct and precautions in a video production environment.	<ul style="list-style-type: none"> • Scoring 100% on the general safety quiz • Demonstrating proper ergonomics, conduct and safety
1.2 Develop safe work and conduct habits: <ul style="list-style-type: none"> • Studio risks and procedures • Control Room risks and procedures • Field production risks and procedures • Potential injuries due to unsafe work practices • Professionalism is a must to ensure safety 	Model safe practices and conduct in the studio and control room.
1.3 Demonstrate an understanding of proper ergonomics: <ul style="list-style-type: none"> • Monitor viewing angle • Keyboard and mouse placement • Injuries and health risks 	<ul style="list-style-type: none"> • Explain the use/importance of proper ergonomics on an oral assessment • Model safe practices • Distinguish health risks such as Repetitive Strain Injury,

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
	<i>Carpal Tunnel Syndrome, and Computer Vision Syndrome</i>

Technical Vocab:

Ergonomics, Workstation, Monitor, Keyboard, Mouse

Resource:

https://www.youtube.com/watch?v=F8_ME4VwTiw

Goal 9.2 - Legal/Copyright

Big Idea (s):

1. There are many laws that govern the television and video industry
2. Morals and ethics related to the media industry are an ongoing and important consideration
3. Producers and editors have the responsibility to follow legal and ethical guidelines

Essential Question (s):

1. What are the consequences of legal and ethical violations?
2. What can we legally and morally produce in the digital media trade?
3. How do the legal and copyright guidelines differ based on the type of production?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.1 The categories of copyrighted materials including fair use, transformative use and public domain.	Understand and identify the different types of copyright infringement.
2.2 The purpose for release and appearance forms.	Recognize different release forms and know which forms are used for each type of project.
2.3 Restrictions on student-produced videos.	<i>Evaluate, discuss and sign a memo of understanding governing posting of student videos and use of school equipment.</i>
2.4 Identify legal and copyright guidelines for different production types.	Copyright quiz.

Technical Vocab:

Copyright, Copyright Infringement, Fair Use, Release Form, Attribution, Public Domain, Trademark, Patent, Creative Commons (LDM pg. 497)

Resources:

Slide presentations and discussion, <https://www.youtube.com/watch?v=XzzkSZ0Jrko>

Goal 9.3 - Intro to Digital Media's Place in Society

Big Idea (s):

1. Nearly everyone watches TV, movies and online videos, uses visual literacy through photos or uses social media for entertainment, education and information
2. Digital Media consumption is rising on a number of new platforms
3. It is important to be a good digital citizen, use technology in an appropriate and safe way, and practice good netiquette

Essential Question (s):

1. When did film, TV, internet videos and social media begin and how have they evolved as technology has changed?
2. How does Digital Media affect our everyday lives?
3. What does it mean to be a good digital citizen and what is netiquette?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>3.1 Define the various areas within the Digital Media industry and the unique characteristics of each:</p> <ul style="list-style-type: none"> ● Television (broadcast and cable) ● Paid Internet Streaming (Netflix, Hulu, etc.) ● Free Internet Videos (YouTube, Vimeo, etc.) ● Social Media videos (Facebook, Instagram, Twitter, etc.) ● Movies (Theater) ● Radio and Podcasts ● Corporate Video (advertising, promotion and training) 	<ul style="list-style-type: none"> ● Comparing and contrasting the similarities and differences among each medium ● Analyzing the success and growth of each medium in the industry ● Researching different types of media in each category and comparing historical and current consumer usage
<p>3.2 Research careers in Digital Media.</p>	<ul style="list-style-type: none"> ● Creating a slideshow or infographic with top three choices in Digital Media career field ● Contacting an industry professional regarding one of top three choices

Technical Vocab:

Radio, Podcast, Television, Film, Social Media, Streaming, Corporate Video, Format
(LDM pgs 5-7)

Resources:

[Common Sense Education](https://www.bls.gov/ooh/media-and-communication/home.htm), U.S. Bureau of Labor Statistics
<https://www.bls.gov/ooh/media-and-communication/home.htm>

Goal 9.4 - Basic Knowledge of Equipment

Big Idea (s):

1. Digital Media requires the use of an ever-evolving range of equipment
2. Professional Digital Media workers need to know the basics of how every piece of equipment works so they can adapt their knowledge to new and innovative technologies and tools
3. Taking proper care of equipment and following a standard operating procedure is critical

Essential Question (s):

1. How does proper use of equipment contribute to safety and efficiency during production?
2. How does knowledge of all types of Digital Media equipment lead to a successful production and career?
3. Which types of equipment are best used for different types of media creation?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
4.1 Different types of basic video production equipment: <ul style="list-style-type: none"> • DSLRs • Camcorders • Studio Cameras • Tripods • Mics/Audio Equipment • Lighting Equipment • Gaffer and Grip Equipment • Production Slate 	<ul style="list-style-type: none"> • Set-up and breakdown of equipment • Identify and operate various types of tripods and cameras • Identify and operate various types of microphones • Identify and operate various types of lighting • Identify gaffer and grip functions
4.2 Different types of camera rigs used in the Digital Media industry.	<ul style="list-style-type: none"> • Setup and utilize various types of camera rigs • Determine which camera rigs are best used during filming
4.3 Different types of connectors and their use: <ul style="list-style-type: none"> • XLR • HDMI 	Identify and utilize various types of connectors.

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<ul style="list-style-type: none">• Component• VGA	

Technical Vocab:

DSLR, Camcorder, GoPro, Drone, Studio Camera, Tricaster, Rigs, Tripod, Mics, Lavalier, Handheld, Shotgun, Fish pole, Production Slate, White Balance, Gaffer Tape, Light Kit, C-stands, Sand Bags, Green Screen, Backdrop

Resource:

Shop equipment

Goal 9.5 - Basic Visual Literacy, Shot Types and Composition

Big Idea (s):

1. Utilizing and understanding different shot types can effectively help tell your story
2. Composition and shot selection can dictate what you convey to the viewer
3. Rules of composition are key to helping the viewer understand and enjoy your video

Essential Question (s):

1. How can different shot types affect what you are conveying to the audience?
2. What are the components of a good shot and sequence?
3. How do certain composition techniques help the viewer's understanding and/or enjoyment of the video?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
5.1 The different shot types that can be used in a project.	<ul style="list-style-type: none">• Compile a typical shot log• Create a scene using different shot types
5.2 Basic composition rules and guidelines, including rule of thirds, framing and white balancing.	Label shot visuals with proper names.
5.3 Basic camera movements such as tilt, pan, zoom.	Compile a short sequence of shots using these movements.
5.4 Define continuity in film editing and commonly-used techniques.	<ul style="list-style-type: none">• A series of shots should be physically continuous• Creating a video showing continuity

Technical Vocab:

Visual Literacy, Framing, Headroom, Foreground, Background, Composition, Rule of Thirds, Balancing, Leading Lines, Tilt, Pan, Zoom, Establishing Shot, Extreme Wide Shot, Wide Shot, Full Shot, Medium Shot, Medium Close-Up, Close-Up, Extreme Close-Up, High Angle, Low Angle, Point of View Shot, Cutaway, Coverage, Shot List, Shot Type, Angle, 180-degree rule, Eye Line, Eye Trace

Resources:

<https://www.studiobinder.com>

<https://www.youtube.com/watch?v=AyML8xuKfoc>

<https://www.youtube.com/watch?v=ywWUwSHcpbQ>

Goal 9.6 - Project and Time Management

Big Idea (s):

1. All Digital Media creation requires organized planning and management from beginning to end
2. All productions should be planned with the target audience in mind
3. Proper execution of ideas is key
4. Teamwork and communication are imperative during all phases of the production process

Essential Question (s):

1. Why is planning, teamwork and communication critical to a successful production?
2. What is the value of a production meeting?
3. Why is identifying the target audience for a production important?
4. What role does adhering to a timeline play in production?
5. How does the medium your audience is using impact how you create and film your production?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>6.1 Explain the three phases of production:</p> <ul style="list-style-type: none"> • Pre-production • Production • Post-production 	<ul style="list-style-type: none"> • Identifying common types, brands and describing the importance of planning for all stages of production • Identifying key processes that comprise each phase of production • Organizing a list of tasks to the appropriate production stage
<p>6.2 Understand the importance of deadlines, meeting them and utilizing time management techniques:</p> <ul style="list-style-type: none"> • Pomodoro Technique • Time blocking • Prioritizing tasks 	<ul style="list-style-type: none"> • Giving examples of potential consequences for not meeting deadlines in the Digital Media industry • Describe time management techniques and choose one to utilize in the shop

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
6.3 Understand what a target audience is and how that affects the production process and goal of production.	Analyze a number of productions to determine the intended target audience.
6.4 Define the importance of teamwork and communication in a production.	Identify the part teamwork and communication play in completing a successful production.
6.5 Properly manage and organize files.	Demonstrating proper file naming conventions and organization.

Technical Vocab:

Pre-Production, Production, Post-Production, Pomodoro Technique, Time Blocking, Prioritizing, Teamwork, Communication, Target Audience, File Organization

Resources:

Google Drive, videos and handouts

Goal 9.7 - Intro to Editing

Big Idea (s):

1. It is imperative to know the names and uses of basic tools and panels in Adobe Premiere Pro
2. Premiere Pro has a wide range of settings that can be altered based on what you are editing
3. Organization is the foundation of editing when using Adobe Premiere Pro
4. A good editor creates clarity and engages the viewer
5. Excellent edits are both invisible and compelling

Essential Question (s):

- Why is organization during the editing process so important?
- What is the importance of knowing Premiere Pro settings, panels and tools?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.1 How organization is used in post-production.	Organizing and naming footage.
7.2 Define key terms used in Adobe Premiere Pro.	Identifying and defining key terms used in Adobe Premiere Pro.
7.3 Identify the different panels in Adobe Premiere: <ul style="list-style-type: none"> • Program/Source Monitor • Project/Timeline Panel • Effect Controls/Effects • Audio Mixer • Markers Identify basic tools in Adobe Premiere: <ul style="list-style-type: none"> • Selection, Razor and Text tool • Zoom in/out • In/Out points 	Demonstrating the use of the panels and tools.
7.4 Identify keyboard shortcuts of Premiere Pro editing software.	Identifying and demonstrating Premiere keyboard shortcuts.

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.5 Identify the steps in the non-linear editing process.	Listing the steps to editing a project and editing a simple video in Adobe Premiere Pro.

Technical Vocab:

Adobe Premiere, Project, Sequence, Source Monitor, Program Monitor, Project Panel, Timeline Panel, Effects, Effect Controls, Audio Mixer, Markers, Selection Tool, Razor Tool, Text Tool, In Point, Out Point, Keyboard Shortcut, Non-Linear Editing

Resources:

Adobe Premiere Pro, Envato Elements - copyright free music and sound effects website

<https://www.youtube.com/watch?v=keoszhf4DZ8>

<https://www.youtube.com/watch?v=V5sENw2C97s&list=PLBrRXoTJAKZBI3XDQEPiVj4okFAHQrVex>

Goal 9.8 - Basic Audio for Video Production

Big Idea (s):

- Audio is as important to video production as the image
- Different types of microphones are used during video production

Essential Question (s):

1. What production techniques and microphones are best for capturing audio in different scenarios when filming?
2. How does the selection and mixing of audio in post-production contribute to both clear communication and artistry?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
8.1 Learn how to monitor sound and control the dynamic range of audio levels.	<ul style="list-style-type: none">• Monitoring effectively through headphones for sound quality and ambient noise• Positioning mics according to desired audio configuration
8.2 Identify different field and studio mics.	<ul style="list-style-type: none">• Setting up and identifying various types of mics and their uses• Setting up lav (wireless) and boom (wired) mics in the studio
8.3 Understand how to select, blend and control sound sources with a studio audio mixer.	Using studio audio mixer or other sound application to control and manipulate various audio sources.

Technical Vocab:

Mono, Stereo, Surround, Polar Pattern, Microphone, Wireless, Wired, Dynamic, Ribbon, Condenser, Omnidirectional, Cardioid, Birectional, Handheld, Shotgun, Boom Mic, Lav mic, Stage floor, Hanging, Podium, Audio levels, Clipping, Room Tone

Resources:

Pro Tools, Adobe Premiere Pro, shop equipment

Goal 9.9 - Basic Lighting for Video Production

Big Idea (s):

1. Good lighting is essential to a professional-looking production
2. Lighting helps the viewer comprehend and directs their attention to what's most important
3. Natural light can be used to enhance a production

Essential Question (s):

1. Why is good lighting necessary?
2. How can lighting create a 3-dimensional perspective in a 2-dimensional medium?
3. What factors influence the choice of lighting enhancement?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.1 Utilize natural light in a production.	Utilizing natural light to their advantage in a production.
9.2 Arrange lights to properly expose a video image.	Setting lights up and using proper camera position in relation to the lights.
9.3 Learn how lighting can add depth to a scene, highlight scene elements and draw the viewer's attention.	Describing and practicing basic 3-point lighting for interviews, using key, fill and back lights.

Technical Vocab:

Exposure, 3-Point Lighting, Key Light, Back Light, Fill Light, Natural Light, Soft Light, Hard Light, Atmospheric Light (lamps), Light Kit, Incandescent, LED, Halogen, Fluorescent

Resources:

Shop lighting equipment,
<https://www.studiobinder.com/>
https://www.youtube.com/watch?v=T_IPAUyClwE
<https://www.youtube.com/watch?v=fq9VBLuzHGI>

Goal 9.10 - Introduction to Graphics for Video Production

Big Idea (s):

1. On-screen graphics are an integral part of a production
2. Graphics can comprise of text only or with symbols, illustrations, video, and/or pictures

Essential Question (s):

1. When should you use graphics in production?
2. How do graphics help the viewer to better understand the content?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.1 Explain how screen ratios affect graphic design and how graphics are used to better inform the viewer by the use of lower-third IDs, program titles and/or credit rolls.	<ul style="list-style-type: none">• Distinguishing among various screen formats and showing examples of graphics for each• Preparing graphic elements appropriate to the production
10.2 Design basic production graphics.	Creating a program package of lower third IDs, titles and credits, with and without the use of software-supplied templates.

Technical Vocab:

Photoshop, Layers, Type Tool, Selection Tool, Pen Tool, Shape Tool, Opacity, Groups, Fill, Stroke, Graphic, Lower Third, Title, Screen Ratio

Resources:

Adobe Creative Suite, Envato Elements - copyright free music and sound effects website

Goal 9.11 - Intro to Field Production

Big Idea (s):

1. There are both significant similarities and differences between studio and field productions
2. It is imperative to plan thoroughly for a field production
3. It is important to be organized when packing and unpacking field gear

Essential Question (s):

1. Why is planning important for a field production?
2. How can proper organization help to streamline field production?
3. What are the differences between a studio production and field production?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
11.1 Identify components of a field kit: <ul style="list-style-type: none">• Audio Equipment• Cameras• Cables• Batteries• Lights	Building and striking a camera/audio/lighting field kit, using project checklists.
11.2 Understand the basics of various field-production crew configurations and demonstrate how to properly plan and set-up a field production.	<ul style="list-style-type: none">• Crewing different positions for field shoots• Planning and setting-up a field production

Technical Vocab:

Field Production, Permission, Scheduling, Director, Director's commands, Quiet on Set, Rolling, Action, Cut, Back to One, Camera Operator, Audio, Lighting, Producer, Site Survey, Blocking, Room Tone, Production Protocol, Tripod, Monopod, SD Card

Resource:

Shop field production equipment

Goal 9.12 - Intro to Studio Production

Big Idea (s):

1. There are both significant similarities and differences between studio production and field production
2. The setting -- both natural and staged -- directly affects the look and success of the production
3. Communication between the production crew is key for a successful studio production

Essential Question (s):

1. What are the advantages and disadvantages of a studio production?
2. What are the crew positions in a studio production and how do they work together?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
12.1 Outline and understand the functions of a studio control room.	Identify and understand the various roles in studio productions.
12.2 Understand the different positions needed for various types of studio productions.	Rotating through and performing various roles in studio productions <i>i.e. morning announcement shows or simulations.</i>

Technical Vocab:

Studio, Control Room, Headset, Monitor, Director, Technical Director, Switcher, Teleprompter, Teleprompter Operator, Audio Mixer, Floor Manager, Camera Operator, Talent, Production Assistant, Set

Resources:

Shop TV studio and control room,

<https://www.youtube.com/watch?v=RxFg9YIDH0o>

<https://www.youtube.com/watch?v=jedlbnnD15U>

<https://www.youtube.com/watch?v=dFNaCNq2tC4&list=PLFxuxtC4FkNLsg-sRHZBjnojK9VBVliLf>

<https://www.youtube.com/playlist?list=PLFxuxtC4FkNK0QbQBIDZHE2WHVdatx4Eg>

Goal 9.13 - Basic Scriptwriting & Storytelling

Big Idea (s):

1. Storytelling is the foundation of script writing and many video productions
2. The script is a critical part of planning a production
3. A picture is worth a thousand words
4. Video is about telling a story primarily using visual means

Essential Question (s):

1. When is a script needed?
2. What does a script contain?
3. What are the basics of storytelling?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>13.1 Identify the components of storytelling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Theme • Story Arc 	<p>Watching short films and filling in a storytelling outline.</p>
<p>13.2 Understand when a script is needed and specify the major steps leading to scripts in television, video and motion pictures.</p> <p>Recognize the components of a two-column (AV) audiovisual script.</p> <p>Understand the use of an outline script (screenplay).</p>	<ul style="list-style-type: none"> • Discussing the benefits of scripting to the production process and how it informs the finished program or project • Identify script components • Describe types of projects where an outline script might be used • Creating a script for morning announcement show

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
13.3 Illustrate how to use a storyboard in planning.	Creating a storyboard

Technical Vocab:

Setting, Characters, Plot, Conflict, Theme, Rising Action, Climax, Story Arc, Script, Storyboard, Scene, Shot, Treatment, A/V Script, Dialogue

Resources:

Teacher-provided templates,

<https://www.studiobinder.com/>

<https://www.youtube.com/watch?v=-3uO0Qqfklo>

<https://www.youtube.com/watch?v=-3uO0Qqfklo>

Goal 9.14 - Constructive Criticism

Big Idea (s):

1. Constructive criticism provides feedback that helps the receiver develop and improve their skills
2. A collegial approach to criticism is the best approach. Always be polite and critique the work, not the individual

Essential Question (s):

1. How can critiquing others' projects improve one's own work?
2. Can criticism of something be both something to improve upon or can it also be recognition of something that the individual did well?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
14.1 Make use of best practices and protocols involving critiquing (giving notes).	List the personal qualities and communication skills that help when giving notes.
14.2 Effectively assess classmates' and others' programs in a sensitive, supportive and collaborative manner.	Critiques of student work.

Technical Vocab:

Feedback, criticism

Resources:

Teacher-provided Google Forms,

<https://youtube.com/watch?v=6bYrbB0Bp8w>

10th Grade Curriculum

Goal 10.1 - Intermediate Camera

Big Idea(s):

1. The individual, not the camera, creates compelling images
2. Knowing camera technology and its effect on capturing images will help you make the best decisions for various shooting scenarios and conditions

Essential Question (s):

1. What are the features and options on a camera and how are they used?
2. How can features and options impact your image?
3. What features and specs should you look for when purchasing a camera and lenses?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.1 Demonstrate familiarity with camera features and options: <ul style="list-style-type: none">• F-stop• Shutter Speed• ISO• White Balance• ND Filter• Stabilization	<ul style="list-style-type: none">• Identifying and locating features and options• Properly using features and options
10.2 Describe the features of a lens: <ul style="list-style-type: none">• Prime lens• Zoom lens• F-stop• Depth of Field• Focal Length• Lens Filters	<ul style="list-style-type: none">• Listing the advantages of each type of lens• Demonstrating use of lens features• Visual representation and image comparisons

Technical Vocab:

Shutter Speed, ISO, Iris, F-stop, White Balance, ND Filter, Stabilization, Prime lens, Zoom lens, Depth of Field, Focal Length, Lens Filters, Exposure, Aperture, Exposure, Aspect Ratio, RAW, JPEG, DSLR

Resources:

Adobe Creative Suite, shop equipment

Goal 10.2 - Intro to Interviewing

Big Idea(s):

1. Interviewing is an integral part of many different genres including news stories, documentaries, profiles, and promotional spots
2. There are many skills and techniques that are required for a successful interview

Essential Question(s):

1. How do you prepare for and conduct an interview?
2. How do you transcribe an interview?
3. How do you identify a strong soundbite?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.1 How to research and prepare for an interview.	<ul style="list-style-type: none"> • Online research • Research-based, open-ended questions
2.2 Set-up and stage interview: <ul style="list-style-type: none"> • Frame interviewee • Set up an interview set • Stage interviewee • Place mics properly • Light interviews properly 	Interview a classmate, teacher or administrator. Interview set-up, staged and conducted by the student.
2.3 Conduct and transcribe an interview: <ul style="list-style-type: none"> • Communicate with interviewee • Formulate follow-up questions • Maintain eye-contact • Types of interviews 	<ul style="list-style-type: none"> • Interview conducted by the student • Creating a word-for-word transcript of a recorded interview
2.4 Select soundbites and determine b-roll needed for final edit.	<ul style="list-style-type: none"> • Reading and selecting potential soundbites from the transcript • Gathering b-roll on location, online and other via other sources

Technical Vocab:

Interview, Interviewer, Interviewee, Interview set, Camera setup, Audio setup, Lighting setup, Seating, Transcription, B-roll, VO, Soundbite, 3-point Lighting (TPBJ pg. 168)

Resources:

Shop equipment, Simulations,

<https://www.youtube.com/watch?v=0Eav4ZY8pOQ>

<https://www.masterclass.com/articles/how-to-conduct-a-great-television-interview>

<https://www.nbcuacademy.com/catalog/tips-for-live-tv-interviews-cnbc-julia-boorstin>

<https://www.youtube.com/watch?v=TLHGrDD-Mec>

<https://www.youtube.com/watch?v=Xmn5JhL3PI>

Goal 10.3 - Intro to Broadcast Journalism and News Writing

Big Idea(s):

1. It's the responsibility of a newscast to provide the viewer with accurate and unbiased reporting
2. News packages are a form of storytelling

Essential Question(s):

1. Who is the target audience?
2. What is involved in the three phases of news package creation?
3. What elements are important when creating a news package?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
3.1 Identify a newsworthy story and determine how the angle of a story affects how it should be written using viable online research methods.	<ul style="list-style-type: none"> • Identifying a newsworthy story • Identifying the angle of published and broadcast news stories • Creating a list of criteria to determine the validity of research that's available online
3.2 Identify the differences between hard leads and soft leads.	Identifying soft or hard leads in published or broadcast stories.
3.3 Write a 2-minute news package in the active voice.	Researching, writing and producing a news story about something or someone at school.
3.4 Edit a news package: <ul style="list-style-type: none"> • Interview and soundbites • B-roll • Voiceover • Reporter standup 	Using Adobe Premiere Pro software, create a finished news package.

Technical Vocab:

Broadcast Journalism, Newsworthy, Hard News, Soft News, Evergreen, Angle, Hard Lead, Soft Lead, Outro, Sig-out, News Package, Reader, Reporter Stand-up, Target Audience, Newsroom, Morning Meeting, Assignment Editor, Producer, News Director, Beat, Active Voice, Passive Voice, Copy, Dateline, Byline, Voiceover

Resources:

Edpuzzles, Teacher-initiated writing prompts, Adobe Creative Suite,

<https://www.youtube.com/watch?v=1d8VsZxjUbs>

<https://www.youtube.com/watch?v=pHGfwZdvjMk>

<https://www.youtube.com/watch?v=pHGfwZdvjMk>

https://www.youtube.com/watch?v=8_NmVtnEEA8

Goal 10.4 - Intermediate Editing

Big Idea(s):

1. A good editor creates clarity and engages the viewer
2. A good editor pays great attention to continuity
3. Specific techniques are used by editors to create compelling videos

Essential Question(s):

1. How do certain editing techniques influence the final product?
2. Why is efficiency and continuity vitally important to a successful edit?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
4.1 Show how timecode works and its function in editing.	<ul style="list-style-type: none"> • Describe the purpose of timecode • Showing functionality of timecode in Adobe Premiere
4.2 Utilize and determine why and when to use certain intermediate editing tools: <ul style="list-style-type: none"> • Rolling Edit • Ripple Edit • Pen Tool • Track Select • Slip Tool • Slide Tool • Rate Stretch Tool 	<ul style="list-style-type: none"> • Utilizing the editing tools properly in the editing process • Continuity and flow of edit
4.3 Utilize video editing techniques: <ul style="list-style-type: none"> • Jump Cut • L-Cut • J-Cut • Cutting on Action 	Utilizing video editing techniques in the storytelling process.
4.4 Utilize audio editing techniques: <ul style="list-style-type: none"> • Pen tool • Waveform Monitor • Gain • Audio Mixer • Editing to music 	Utilizing audio editing techniques in the storytelling process.

Technical Vocab:

Continuity, Pacing, Rolling Edit, Ripple Edit, Pen Tool, Track Select, Slip Tool, Slide Tool, Rate Stretch Tool, Jump Cut, L-Cut, J-Cut, Cutting on Action, Audio Waveform, (Monitor), Gain, Audio Mixer

Resources:

Edpuzzles, Adobe Creative Suite, handouts

Goal 10.5 - Intermediate Studio and Control Room

Big Idea(s):

- A studio is a controlled space in which video productions take place
- Broadcast control rooms allow for multiple people such as the producer, director, technical director, and audio engineers to all be in one room and easily communicate with each other

Essential Question(s):

1. What do pre-production and production entail for a newscast?
2. How would an anchor script be written for a newscast and how does it differ from a 2-column A/V script?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
5.1 Write a script for a newscast.	<ul style="list-style-type: none"> • Properly formatting script for newscast • Proper content for newscast • Ensuring the script flows well
5.2 Perform various control room roles: <ul style="list-style-type: none"> • Teleprompter • Technical Director • Audio • Director • Producer • Graphics 	<ul style="list-style-type: none"> • Upload and format script into teleprompter • Operating switcher and audio board through live newscast • Communicating with all control room and studio positions • Keep track of time, planning, and rundown of the show • Create and display graphics for the production
5.3 Perform various television studio roles: <ul style="list-style-type: none"> • Camera Operator • Floor Manager • On-Air Talent 	<ul style="list-style-type: none"> • Framing and focusing on-air talent and guests • Acting as a liaison between the director and on-air talent while ensuring safety within the studio • Accurately dictating a newscast from teleprompter

Technical Vocab:

Newscast, Headset, Countdown, Communication, Script Format, Teleprompter, Technical Director, Director, Producer, Camera Operator, Floor Manager, Cue, Rundown, TRT (TPBJ pgs. 331, 335)

Resources:

Shop TV studio and control room,

<https://www.youtube.com/watch?v=RxFg9YIDH0o>

<https://www.youtube.com/watch?v=jedlbnnD15U>

<https://www.youtube.com/watch?v=dFNaCNq2tC4&list=PLFxuxtC4FkNLsg-sRHZBjnojK9VBVliLf>

<https://www.youtube.com/playlist?list=PLFxuxtC4FkNK0QbQBIDZHE2WHVdatx4Eq>

Goal 10.6 - Elements of a Scene

Big Idea(s):

1. Lighting, shot selection, production design, props and wardrobe play a big role in storytelling
2. Planning and preparation are key when planning lighting, production design, props and wardrobe

Big Questions(s):

1. How does lighting, production design, props and wardrobe influence the plot and mood of a story?
2. How does lighting, production design, props and wardrobe affect the audience perception of a scene?
3. How does each element of a scene impact one another?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
6.1 Identify different types of lighting: <ul style="list-style-type: none"> • Warm/Cool • Hard/Soft • Natural/Artificial • Atmospheric Light 	Creating examples of each type of lighting.
6.2 Identify types of production design: <ul style="list-style-type: none"> • Indoor • Outdoor • Virtual 	Creating scenes in each type of setting with the appropriate lighting.
6.3 Utilize props, wardrobe and makeup to enhance the story.	<ul style="list-style-type: none"> • Utilizing props to add detail and realism to a scene • Utilizing wardrobe and makeup to add realism to a scene
6.4 Utilize different types of shots, levels, angles and moves to help enhance the story: <ul style="list-style-type: none"> • Wide Shot • Medium Shot • Medium Close Up • Close Up • Extreme Close Up 	Creating a silent film utilizing techniques.

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<ul style="list-style-type: none"> • Eye Level • High Angle • Low Angle • Point of View • Pan • Tilt • Dolly 	

Technical Vocab:

Warm Light, Cool Light, Soft Light, Hard Light, Natural Light, Artificial Light, Atmospheric Light, Production Design, Set Decoration, Props, Wardrobe, Makeup, Production Plan, Mise en Scene, Wide Shot, Medium Shot, Medium Close Up, Close Up, Extreme Close Up, Eye Level, High Angle, Low Angle, Point of View, Pan, Tilt, Dolly

Resources:

Edpuzzles,

<https://www.studiobinder.com>

<https://www.studiobinder.com/blog/types-of-camera-shots-sizes-in-film/>

<https://www.youtube.com/watch?v=AyML8xuKfoc>

<https://www.youtube.com/watch?v=4oYvFcp7TOs>

<https://www.youtube.com/watch?v=qQNiqzuXjoM>

<https://www.youtube.com/watch?v=wLfZL9PZI9k>

Goal 10.7 - Intermediate Photoshop

Big Idea(s):

1. Adobe Photoshop is used in the Digital Media field to assist in editing
2. Various Adobe Photoshop techniques help to enhance an image

Essential Question (s):

1. When should you utilize Photoshop and its tools in the video editing process?
2. How can a photo be enhanced using Photoshop?
3. What is the difference between a png, jpeg and psd file?
4. What are the proper settings for a specific Adobe Photoshop projects?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.1 Utilize proper Photoshop settings based on the project output: <ul style="list-style-type: none"> • RGB vs CMYK • Inches vs Pixels • Resolution 	Creating Photoshop projects with different settings based on output.
7.2 Organize Photoshop projects with layers and grouping.	Renaming and organizing layers in an appropriate manner.
7.3 Demonstrate the basics of photo retouching on Photoshop: <ul style="list-style-type: none"> • Fixing blemishes and removing wrinkles • Brightening eyes. • Changing lighting: shadows, midtone, • highlights <p>Use tools such as:</p> <ul style="list-style-type: none"> • Clone Stamp • Spot Blemish • Adjustment Layers • Blending Modes/Options • Blur Tool • Content Aware Tool • Masking <p>Use non-destructive techniques in the photo editing process.</p>	<ul style="list-style-type: none"> • Retouching photos using proper steps and tools in Adobe Photoshop • End of unit project(s)

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.4 Save files in different formats: <ul style="list-style-type: none">• png• jpeg• psd	Saving files in the proper format based on the project.

Technical Vocab:

RGB, CMYK, Inches, Pixels, Resolution, Clone Stamp, Spot Blemish, Adjustment Layers, Blending Modes/Options, Blur Tool, Content Aware Tool, Masking, Non-Destructive Editing, PNG, JPEG, PSD

Resources:

Adobe Creative Suite, Tutorials,

<https://www.youtube.com/watch?v=r1mwj8AH98Y>

Goal 10.8 - Intro to After Effects

Big Idea(s):

1. All transformations should be smooth and purposeful
2. Transformation is a dynamic effect that lets you scale, move, rotate, flip, and clone a selected object's appearance from a single centralized dialog box
3. Efficient use of the interface contributes to one's production
4. After Effects is a digital collaboration of video, photos, text and animation
5. The arrangement of layers is vital to a professional looking composition

Essential Question(s):

1. What are the 5 main transform properties (Anchor Point, Position, Scale, Rotation, Opacity)?
2. Working with layers can be confusing unless you are organized.
3. What is each transformational function useful for?
4. What is keyframe interpolation?
5. Why is layer arrangement important?
6. Why are null objects and parenting useful?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
8.1 Organize After Effects project panels, elements and layers.	<ul style="list-style-type: none">• An efficient workspace• Organized layers and elements
8.2 Utilize the main transform properties.	Proper use of each transform property.
8.3 Create various keyframe interpolations and use parenting properly.	<ul style="list-style-type: none">• Create various keyframe interpolations• Proper use of parenting in After Effects
8.4 Save and export After Effects projects.	Properly saving and exporting After Effects project.

Technical Vocab:

Layers, Composition, Keyframe, Scale, Position, Opacity, Rotation, Anchor Point, Null Object, Parenting, Eye on/off

Resources:

Adobe Creative Suite, Tutorials,

https://www.youtube.com/watch?v=n_-ygXZUq3U

Goal 10.9 - Creating Content for Social Media

Big Idea(s):

1. Social media has become one of the top mediums for digital media content
2. Most companies have a social media department and hire industry professionals to create online content for their platforms
3. Social media content must be consistent, fresh and engaging

Essential Question(s):

1. How will a video differ when being made for different platforms?
2. How can you engage your audience in the first frame or with a thumbnail?
3. How can you create social media content that is consistent, fresh and engaging?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.1 Format the video based on the platform to which the video will be posted.	Creating short and long video formats.
9.2 Engage an audience on social media.	Creating thumbnails, attention grabbing captions and intros to social media videos.
9.3 Create social media content that is consistent, fresh and engaging.	<ul style="list-style-type: none">• Creating a video series for social media• Research existing and past social media campaigns• Choose existing or past social media campaign and make improvements

Technical Vocab:

Short Form Video, Long Form Video, Social Media, Platforms, Engaging, Thumbnail, Content, Caption, Hashtag, Demographics, Analytics, Organic, Paid, Active Use, Passive Use, Target Audience, Engagement, Hashtag

Resources:

Adobe Creative Suite, Mimic Social provided by district, Common Sense Education

Goal 10.10 - Intro to Employability

Big Idea(s):

1. Learning employability skills will prepare students for the workforce
2. It is important for students to present themselves in a professional manner
3. Having an engaging demo reel and website is imperative in the Digital Media industry

Essential Question(s):

1. How do I professionally correspond with a client, boss or coworker?
2. What should my resume and demo reel look like?
3. How do I make myself marketable as a content creator?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.1 Correspond with industry professionals.	Practicing proper email, text and phone correspondence with clients, teachers and classmates.
10.2 Create a resume and cover letter.	Creating a basic resume and cover letter.
10.3 Create a successful demo reel.	Creating a basic demo reel.
10.4 Search for jobs in the Digital Media industry.	Conducting a job search for entry level positions.

Technical Vocab:

Cover Letter, Resume, Demo Reel, Client, Entry Level, Networking, Volunteerism

Resources:

Zip Recruiter, Google Jobs, Indeed, U.S. Bureau of Labor Statistics

<https://www.bls.gov/ooh/media-and-communication/home.htm>

11th Grade Curriculum

Goal 11.1 – History of Television, Motion Pictures and Digital Media

Big Idea(s):

- Television and motion pictures have always been a major cultural element and a powerful influence on our thoughts and lifestyles
- Knowing the history of television and film informs both creativity and the production process

Essential Question(s):

- How did the invention of moving pictures create a new art form (film and TV)?
- What early storytelling techniques did filmmakers use?
- How do television, online video and film affect our lives?
- What is the next evolution of the media industry?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
1.1. History of Film: <ul style="list-style-type: none"> • Technological advances • Early adopters- Lumiere brothers • Silent film and “talkies” 	<ul style="list-style-type: none"> • Assembling points of film history on a timeline (infographic) • Discussing the ways film has influenced culture in the 20th and 21st centuries
1.2 Mass Media Communication and TV: <ul style="list-style-type: none"> • History of Mass Media Communications (radio, print, TV) • Information vs Entertainment • Impact of media on society 	<ul style="list-style-type: none"> • Identifying key ways TV has been used to inform, entertain and persuade the audience • Researching and producing short explainer video about • Comparing and contrasting how traditional television and film are constructed
1.3 Evolution of Mass Media: <ul style="list-style-type: none"> • How Media is Consumed (big screen to smartphones) • New Media Outlets 	<ul style="list-style-type: none"> • Comparing how each medium (film, TV and online/social) are consumed • Discussing how technology and viewer habits have changed media landscape

Technical Vocab:

Silent era, sound era, digital era, Cinematograph, Lumiere Brothers, 35mm film, 8mm film, Technicolor, Stop Motion

Resources:

Teacher-initiated activity, handouts, online interactive lessons and videos.

Crash Course Film History:

https://www.youtube.com/watch?v=vsnB4iBb78o&list=PL2vrmieg9tO3PwHdLO9_PC5zXIBglsWPE

Goal 11.2 – In-Depth Career Opportunities

Big Idea(s):

- Requirements for all jobs vary widely
- There is a benefit to having a college degree and/or being certified
- There are specific hierarchies within the production industry

Essential Question(s):

- What are some post-secondary opportunities to help prepare for industry?
- When might a degree or certification be useful or necessary?
- What is the difference between a freelancer and a full-time employee?
- What are some specific pathways to your chosen production career?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.1 College and Career Readiness Opportunities: <ul style="list-style-type: none"> ○ Four-year programs ○ Two-year programs ○ Certification routes 	<ul style="list-style-type: none"> • Researching potential four-year and two-year media programs and requirements • Examining online certifications (Adobe Certified, Drone etc.)
2.2 Employment Opportunities and Trends: <ul style="list-style-type: none"> ○ Production facilities ○ TV Broadcast studios ○ Marketing agencies ○ Social Media 	<ul style="list-style-type: none"> • Researching what types of content different facilities produce • Creating a list of traditional and emerging media outlets
2.3 Specific Career Paths in Media Industry.	<ul style="list-style-type: none"> • Researching and presenting job postings and their requirements • Discussing current industry trends and how they relate to job placement and opportunity • Creating a career plan for a chosen career in media

Technical Vocab:

TV Broadcast Facility, Agency, Production House, Freelance, Internship, Entry-level, PA, Director, Producer, Cinematographer, Gaffer

Resources:

Bureau of Labor Statistics website for hiring trends and pay scales, CT Film Bureau for current production facilities

Goal 11.3 – Intermediate Sound

Big Idea(s):

- The sound in a film and video gives context to the story
- Foley and sound effects are essential to creating an engaging edit
- Choosing the right equipment for audio production is crucial to effectiveness
- Sound is 50% of the Audio-Visual equation

Essential Question(s):

- Why do we create sound effects/Foley to enhance video/film?
- How can music impact a piece of media?
- What are the steps for creating effective sound design?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
3.1 Sound Design Terms for Film and Video: <ul style="list-style-type: none"> • Foley Sound • Nat Sound • Diegetic and Non- Diegetic Sound • Room tone • Soundtrack/score • Voice-over 	<ul style="list-style-type: none"> • Defining each term and identifying when appropriate to use in a piece of media • Identifying sound design components in a video example provided by instructor
3.2 Foley Sound Techniques and Creation.	<ul style="list-style-type: none"> • Identifying appropriate use cases for foley sound effects • Explaining the process for creating realistic foley sound effects • Creating a short (:60) video using foley sound techniques
3.3 How Music Affects Impact and Meaning: <ul style="list-style-type: none"> • Soundtrack and score • Pacing and mood 	<ul style="list-style-type: none"> • Using music to change the mood or pacing of a piece • Identifying how different types of music convey different feelings to viewers
3.4 Audio Recording Techniques: <ul style="list-style-type: none"> • Field Recording • Audio post-production 	<ul style="list-style-type: none"> • Identifying appropriate equipment for intended use (VO, Foley, Nat Sound, etc.) • Demonstrating basic audio equalizing and sweetening process in Adobe Audition and/or Premiere

Technical Vocab:

ADR, Diegetic & Non-Diegetic, Contrapuntal NAT Sound, Foley, Room Tone, Musical Score, Voice-Over, Field Mixer, Shotgun Mic

Resources:

- Filmstro- free soundtrack creation software
- Envato Element- copyright free music and sound effects website

Goal 11.4 – Introduction to Screenwriting

Big Idea(s):

- Screenplays are written by screenwriters and are used specifically for film and television
- Screenplays are the roadmap that helps the director visualize the story
- Screenplays have specific formatting guidelines used universally in the industry

Essential Question(s):

- How is a screenplay different from a basic AV script?
- How does the formatting of a screenplay help all production departments work together?
- Why does a screenplay need to include specific details about the story?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
4.1 Common Screenplay Terminology: <ul style="list-style-type: none"> ● Action ● Dialogue ● Slugline ● Character ● Parenthetical 	Identifying and color coding a provided screenplay into its basic components.
4.2 Universal Screenplay Formatting.	<ul style="list-style-type: none"> ● Analyzing a film or TV scene of their choosing for structure ● Identifying screenplay components and transcribing the scene into proper formatting using Arcstudio Pro
4.3 Three Act Structure and Freytag's Pyramid: <ul style="list-style-type: none"> ● Hero's Journey ● Three Act vs. Freytag's Pyramid 	<ul style="list-style-type: none"> ● Discussing why impactful storytelling needs a beginning, middle and end ● Analyzing and discussing popular films for their storytelling structure (Act 1, Act 2, Act 3)
4.4 How to Create a 3-5 Screenplay.	<ul style="list-style-type: none"> ● Brainstorming an idea for a short 3-5 film using three act structure ● Creating a properly formatted screenplay using Arcstudio Pro.

Technical Vocab:

Screenplay, High Concept, Scene Heading (Slug Line), Action, Character, Dialogue, Parenthetical Transition, Exposition, Rising Action, Climax, Falling Action, Denouement

Resources:

- <https://www.arcstudiopro.com/> for free screenwriting software access
- Crash course film production #1- Screenplays <https://youtu.be/TARsoxST0tQ>

Goal 11.5 – Social Media Management

Big Idea(s):

- Social Media Managers are responsible for leading creative content, analytics, optimization, strategy and more
- Social Media Managers are in demand now more than ever due to changes in the content landscape
- Social media managers need to stay current on viral trends, algorithms and best practices across *multiple* platforms

Essential Question(s):

- What skills does one need to learn to be a Social Media Manager?
- How do you create a successful and engaging social media presence?
- Why do social media managers and brands need a multi-platform approach to content?
- Why do social media managers rely on short form content to drive engagement?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
5.1 Analyze and respond to social media analytics.	<ul style="list-style-type: none"> ● Analyzing analytics from school and CTECS social media accounts ● Listing strategies to boost posts based on audience, content, etc.
5.2 Strategizing Advertising Techniques: <ul style="list-style-type: none"> ● Captions ● Call to action ● Giveaways ● Hashtags ● Consistency ● Influencer Marketing 	<ul style="list-style-type: none"> ● Formulate a post for a current brand for a chosen platform (Twitter, Instagram, TikTok, etc.) ● Comparing and contrasting their formulated post against the brand's post
5.3 Algorithm Driven Content Creation: <ul style="list-style-type: none"> ● Engagement ● Retention ● AI learning 	<ul style="list-style-type: none"> ● Defining the role of AI and algorithms in social media ● Discussing the relation between the algorithm and engagement/retention and monetization
5.4 Creating Engaging Content for a Target Audience.	Creating social media content related to their trade shop or industry.

Technical Vocab:

Analytics, Optimization, Call to action, Hashtags, Short form content, Influencer marketing, Platform, SEO, Consistency, Viral, Social media calendar, Organic reach, User generated content

Resources:

Mimic Social provided by district, Instagram Insights- free analytics app
Sprout social and/or Hootsuite

Goal 11.6 – Event Production

Big Idea(s):

- Event production cannot happen without pre-production
- Members of all production departments need to be in sync for a successful production
- Live production happens in the moment- there is one chance to “get the shot”
- Multi-camera productions give choices for editors in post-production

Essential Question(s):

- What information is needed to properly plan for an event taping?
- How do you decide equipment and crew needs prior to an event taping?
- What are the most common roles needed during a multi-camera production?
- Why might multi-camera productions be the best option for covering an event?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
6.1 Pre-production Needs: <ul style="list-style-type: none"> ● Communication with event host ● Venue logistics and technical needs ● Creating run-downs and call sheets ● Creating an equipment list ● Assembling crew 	<ul style="list-style-type: none"> ● Creating a list of pre-production questions to ask client ● Creating a production plan given a specific production scenario
6.2 Roles of Key Production Personnel: <ul style="list-style-type: none"> ● Director ● Technical Director ● Floor Manager ● Producer ● Camera Operator ● Audio operator 	<ul style="list-style-type: none"> ● Creating a list of roles and duties of each crew position ● Executing roles in a studio or multi-camera production rotation
6.3 Multi-camera Editing Techniques: <ul style="list-style-type: none"> ● Manual multi-track clip sync ● Premiere Pro multi-cam edit tool 	Utilizing Premiere pro to deliver a finished multi-cam edit of a studio or live-to-tape school event.

Technical Vocab:

Production Meeting, Showbook (Run Down, Call Sheet, Equipment list), Sync Point, Multi-cam Production, Multi-cam edit, Runner, Live On-Tape, Blocking

Resources:

Mobile production unit if available, TV studio for multi-cam environment

Goal 11.7 – Advanced Premiere

Big Idea(s):

- There are many techniques used to enhance an edit for final output
- Post-production helps bring the story together
- “Good” editing should be invisible

Essential Question(s):

- How does color correction contribute to the impact of a piece of content?
- How do editors use sound design and video effects to enhance the story?
- How can understanding efficient editing techniques make you a better editor?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.1 Lumetri Color Panel (Premiere Pro): <ul style="list-style-type: none"> ● Luts ● White balance ● Color Balance ● Reading engineering monitors 	<ul style="list-style-type: none"> ● Identifying and defining the various Lumetri panel tools ● Utilizing the waveform, histogram, RGB and vectorscope monitors to properly balance a clip ● Creating a custom grade for a provided footage
7.2 Advanced Premiere Toolsets/Techniques: <ul style="list-style-type: none"> ● Speed Ramping ● Effect Plug-ins ● 3 Point Editing ● Premiere keyboard shortcuts ● Advanced video effects 	<ul style="list-style-type: none"> ● Identifying PremierePro layouts and panels ● Demonstrating how to use JKL editing and 3-point editing to efficiently edit in the timeline ● Utilizing effect toolsets in the timeline to speed ramp, create transitions, etc.
7.3 Advanced Audio Effects and Filters.	<ul style="list-style-type: none"> ● Demonstrating how to manipulate audio in PremierePro to enhance edit ● Demonstrating proper audio sweetening techniques in PremierePro

Technical Vocab:

Lumetri, Color Balancing, Midtones, Saturation, Shadows, Highlights, Exposure, Waveform, Vectorscope, RGB Parade, Contrast, Warm Tones, Cool Tones

Resources:

GMetrix ACA Training module

Goal 11.8 – Intermediate After Effects

Big Idea(s):

- Visual effects help sell the illusion of post-production
- Motion and camera tracking are used to enhance the visual experience
- Specialized skills, such as VFX artists, make a person more marketable

Essential Question(s):

- How does organization in After Effects help an editor’s workflow?
- How can motion graphics help add impact to a piece of content?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
8.1 After Effects Workflow and Organization: <ul style="list-style-type: none"> ● Pre-Comps ● Shy ● Eye on/off ● Locking ● Labeling ● Color Coding 	<ul style="list-style-type: none"> ● Analyzing a pre-built mogrt file or AE composition and reverse engineering it ● Organizing a complex composition using layer panel features
8.2 Motion Tracking and Camera Control.	<ul style="list-style-type: none"> ● Creating a short AE composition that tracks an object in the environment ● Creating a short AE composition that creates a 3d scene using camera tracking
8.3 Animation Techniques in AE: <ul style="list-style-type: none"> ● Easing ● Masking ● Keyframing ● Waveform Monitor ● Transform Tools 	<ul style="list-style-type: none"> ● Creating custom motion graphic using kinetic typography technique ● Creating an appropriate them/design based on tone of video

Technical Vocab:

Kinetic Typography, Motion Tracking, Camera Tracking, Pre-Comps, Shy, Locking, Labeling, Color Coding, Easing, Masking, Keyframing, Waveform Monitor

Resources:

- Gmetrix ACA training modules for After Effects
- Learn From the Pros AE series

https://www.youtube.com/watch?v=REL4tfQxPjA&list=PLD8AMy73ZVxXvQnZMIwQQ_7BOATuOI_QJ

Goal 11.9 – Final Project

Big Idea(s):

- A successful production utilizes all phases of production
- Producers must have an understanding of all areas of production to guide a successful production

Essential Question(s):

- How can you work effectively as a producer to manage all aspects of production?
- How do you select a production crew?
- How does proper planning contribute to a successful production?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.1 Producing Responsibilities: <ul style="list-style-type: none"> ● Idea Generation ● Scheduling ● Crew Selection 	<ul style="list-style-type: none"> ● Creating production plan documents ● Creating production pitch to present to instructor for approval
9.2 3 Phases of Production: <ul style="list-style-type: none"> ● Pre-Production ● Production ● Post-Production 	<ul style="list-style-type: none"> ● Preparing a pre-production plan ● Creating daily shooting and production schedules ● Managing crew member during production ● Selecting appropriate equipment to accomplish production goals
9.3 Incorporation of Past Learning.	<ul style="list-style-type: none"> ● Utilizing at least 5 prior units from DMIII curriculum in production ● Utilizing at least 2 Adobe CC programs to complete post-production and produce necessary deliverables

Technical Vocab:

Production plan, Producing, Phases of production, Deliverables

Resources:

Past examples of final projects, instructor generated list of curriculum units

Goal 11.10 – Freelance Toolkit

Big Idea(s):

- Freelancers are responsible for finding their own work and must be motivated
- Freelancers need to understand the *art* of production AND the business of production
- Freelancers can own their own business or be hired out for work for other companies

Essential Question(s):

- What are freelancers responsible for as independent contractors?
- What are some pros and cons of being self-employed?
- How do trade unions help protect workers?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
10.1 Creating a Production Package.	<ul style="list-style-type: none"> ● Identifying required tools/costs of chosen production career (camera, editing, audio, etc.) ● Creating a spreadsheet with expected costs and equipment
10.2 Participation in Professional Community: Trade Unions	<ul style="list-style-type: none"> ● Researching local production organizations ● Researching requirements for production trade unions (IATSE, WGA, DGA, ASC, etc) ● Creating an infographic using Photoshop or Illustrator to outline union requirements
10.3 Business Types: <ul style="list-style-type: none"> ● Sole Proprietorship ● LLC ● Corporations 	Comparing and contrasting the main types of businesses available for production companies.
10.4 Generating Business Leads.	<ul style="list-style-type: none"> ● Creating updated demo reel ● Creating business card using PS or AI ● Creating a personal logo for business use

Technical Vocab:

Freelancer, Independent contractor, Invoicing, LLC, Sole Proprietorship, Trade Union, Billable hours, WGA, DGA, IATSE

Resources:

Equipment rental sites:

- borrowlenses.com
- lensrentals.com for equipment lookup,

Creating LLC's for production companies:

<https://www.videomaker.com/how-to-set-up-your-llc/>

12th Grade Curriculum

Goal 12.1 - Leadership

Big Idea(s):

- Learning how to be a leader in the Digital Media field will set students up for success
- Leadership skills will translate to more opportunities in the Digital Media industry

Essential Question(s):

- How do leaders effectively work with and guide others?
- How do you respect ideas while moving progress forward?
- What skills are required to be an effective leader?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
1.1 Behavioral Impact on Organizations.	<ul style="list-style-type: none">• Participating in leadership activities during productions (i.e. directing and producing)• Guiding freshmen during exploratory activities
2.2 Effective Communication Techniques.	<ul style="list-style-type: none">• Demonstrating and explaining basic production techniques to freshmen during Exploratory rotations• Communicating shop values, expectations and learned skills in Digital Media shop
1.3 Persuade and Promote.	Creating short promotional videos/social media pieces to recruit for Exploratory.

Technical Vocab:

Leadership, Modeling, Communication, Efficiency, Delegation

Resources:

2-day and 4-day Exploratory agenda

Goal 12.2 – Advanced Camera Operation

Big Idea(s):

- Camera selection, rigs and supports impact cinematography
- Understanding camera operation, technique and movement creates greater opportunities for storytelling

Essential Question(s):

- How do you select the right camera for the shot/story?
- How does camerawork affect storytelling?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.1 Storytelling Through Camera: <ul style="list-style-type: none"> ● Composition ● Camera Movement 	<ul style="list-style-type: none"> ● Analyzing short scenes and assessing visual impact through cinematography ● Demonstrating common camera moves that help advance story, such as whip pans, dolly and tracking shots, etc.
2.2 Camera Rigs and Support Systems: <ul style="list-style-type: none"> ● Jib ● Crane ● Tripod ● Monopod ● Gimbal ● Shoulder Rig ● Steadicam ● Dolly 	<ul style="list-style-type: none"> ● Discussing use cases of each rig ● Demonstrating proper setup and use of available camera rigs ● Creating a short sequence using 2-3 camera rigs
2.3 Advanced Camera Settings: <ul style="list-style-type: none"> ● ISO ● Aperture ● DoF (Depth of Field) ● Shutter Speed 	<ul style="list-style-type: none"> ● Listing and describing the role of ISO, Shutter Speed and Aperture in relation to the exposure triangle ● Identifying the difference between shallow depth of field and deep depth of field ● Identifying controls for ISO, aperture and shutter speed on chosen camera ● Utilizing the exposure triangle in creating a short sequence that achieves a specific tone or look

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
2.4 Camera Types and Uses: <ul style="list-style-type: none"> ● Camcorder ● Broadcast ENG/EFP ● Studio Camera ● DSLR/Mirrorless ● Cinema 	<ul style="list-style-type: none"> ● Creating a graphic organizer listing camera types and their preferred production uses ● Identifying the main characteristics of each type of camera

Technical Vocab:

Tripod, Dolly, Monopod, Jib, Crane, Whip Pan, Tracking, ISO, Aperture, Shutter Speed, Camcorder, Cinema Cam, DSLR, Mirrorless, Composition, Rule of Thirds Camcorder

Resources:

Studio binder Camera movement series:

<https://www.youtube.com/watch?v=liyBo-qLDeM&pp=ygUuc3R1ZGlvYmluZGVyIHVsdGltYXRlIGd1aWRlIHVvIGNhbWVvYYSBtb3ZlbWVudA%3D%3D>

Studiobinder Camera Shot series:

<https://www.youtube.com/watch?v=AyML8xuKfoc&pp=ygUrc3R1ZGlvYmluZGVyIHVsdGltYXRlIGd1aWRlIHVvIGNhbWVvYYSBzaG90cw%3D%3D>

Goal 12.3 - Directing

Big Idea(s):

- Directors are involved in all stages of production, from pre-production to post
- A director's primary focus is to set the visual and creative roadmap for the story
- Directors work with all departments on a production and need good leadership skills, communication skills and organizational skills

Essential Question(s):

- What are a director's responsibilities at each stage of production (pre-production, production and post production)?
- How does a director translate a screenplay into a visual medium?
- How do directors keep all departments working towards the goal of completing the film?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
3.1 Role and Characteristics of Effective Directors.	<ul style="list-style-type: none"> • Discussing how effective directing continues to quality and successful productions • Researching and presenting work of student chosen film director • Creating graphic organizer outlining director responsibilities in pre-production, production and post-production
3.2 Adapting Screenplays to For Film.	Creating a short scene from student produced screenplay OR recreating scene from chosen movie via screenplay.
3.3 Working with On-Camera Talent: <ul style="list-style-type: none"> • Talent (trained and or untrained) • Actors 	Directing on camera talent for filmed scene using verbal communication skills and proper production protocols.

Technical Vocab:

Directing, Blocking, Talent, Actors, Screenplay Adaptation, Dailies, Mise-En-Scene, Call Sheet, Master Shot, Coverage, Storyboard, Cinematography, Location Scouting, Continuity, Script Breakdown

Resources:

Crash Course Directing:

<https://www.youtube.com/watch?v=7llpcJVbbSA&list=PL2vrmieg9tO1GiWpW-iRaRMLiP-glmnk&index=7> - Textbooks, instructor generated handouts.

Goal 12.4 - Producing

Big Idea(s):

- The producer is responsible for finding, funding and launching a project
- The producer arranges financing, hires key creative members and oversees elements of pre-production, production and post

Essential Question(s):

- How can critical thinking and analyzing predicted values help an Electronics Technician to troubleshoot a circuit?
- What does right angle trigonometry have to do with Electronics?
- How is reading a graph more important for data analysis than reading for information in a text?
- Why is understanding and reading scales important to instrumentation?
- How can having the ability to use Spreadsheets and Computer Applications effectively help Electronics Technicians?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
4.1 Characteristics of Effective Producers.	<ul style="list-style-type: none"> ● Discussing how producers affect success of productions ● Listing responsibilities of producers
4.2 Types of Producers: <ul style="list-style-type: none"> ○ Executive producer ○ Line producer ○ Location producer ○ Post production supervisor ○ Co-producer ○ Associate producer 	Creating infographic outlining types of producers and their roles.

Technical Vocab:

Executive producer Line producer, Location producer, Post production supervisor, Co-producer, Associate producer, Production Budget

Resources:

Textbook, instructor generated articles and handouts

Crash Course Film Production- Producing:

https://www.youtube.com/watch?v=zU_1CIPIOAg&list=PL2vrmieg9tO1GiWpW_-iRaRMLiP-glmnk&index=6

Goal 12.5 – Introduction to Production Budgeting

Big Idea(s):

- It is essential that every production have a budget that is built by the producer
- Budgets are based on production needs and govern the production process
- Estimated budgets, along with treatments, are major tools for raising funds

Essential Question(s):

- How does coming in under budget benefit the creator?
- How are project budgets built?
- What are some production elements and considerations that affect budgeting?
- What is a contingency fund?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
5.1 Production Budget Estimates.	Discussing the ways that a production budget can influence content, style, production and post-production.
5.2 Above the Line vs. Below the Line Costs: Above the Line <ul style="list-style-type: none"> ● Script Development ● Director Fees ● Producer Fees ● Marketing ● Actor Fees Below the Line <ul style="list-style-type: none"> ● Equipment Rental ● Location Costs ● Crew fees ● Crafty ● Props ● Transportation 	<ul style="list-style-type: none"> ● Defining the idea of above the line and below the line ● Listing personnel and other costs that fall above the line (creative/strategic) and below the line (technical/logistical) ● Discussing how some costs are fixed while some are negotiable
5.3 Creating Budgets	<ul style="list-style-type: none"> ● Analyzing and researching production costs such as crew fees, equipment rentals, licensing and software, etc.

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
	<ul style="list-style-type: none">• Creating a production budget for an instructor assigned scenario with a defined scope of work and budget

Technical Vocab:

Contingency fund, Above the line, Below the line, Line item, Hard cost vs. Soft cost, Per diem, Clearances, Rate card, Materials and supplies

Resources:

Studiobinder's Guide to Production Budgets:

<https://www.studiobinder.com/blog/production-budget/>

Film Budget Breakdown- The Film Fund Blog:

<https://www.blog.thefilmfund.co/a-breakdown-whats-in-a-short-film-budget-with-template/>

Goal 12.6 - Marketing Yourself

Big Idea(s):

- The work you showcase should highlight the skills/work you are selling
- Social media is a powerful tool that should be used in a professional manner to promote yourself

Essential Question(s):

- What do you need to prepare to apply to college or for a job?
- How should a demo reel be structured to showcase your best work?
- How does networking allow for opportunities in the media industry?
- Why is it important to separate personal and professional online presences?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
6.1 Constructing an Impactful Reel.	<ul style="list-style-type: none"> • Predicting, Measuring, and comparing various AC waveform values and explaining any differences in a technical report format • Applying prior knowledge of Oscilloscopes to AC Circuit • Demonstrating Proficiency in knowledge of AC Theory in formative assessments
6.2 Portfolio Website Design: <ul style="list-style-type: none"> • Navigation • Layout 	Designing a portfolio website including a bio, portfolio page and contact information for potential work.
6.3. Resume Creation and Review: <ul style="list-style-type: none"> • Objective • Length • Format 	<ul style="list-style-type: none"> • Researching best practices for resume format • Designing a resume tailored for a specific job posting • Peer reviewing resumes for feedback and proofreading

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>6.4 Social Media Branding.</p>	<ul style="list-style-type: none"> • Researching best practices for launching a business brand • Creating a mock social media account including bio, profile pic/logo • Creating social posts for their professional brand

Technical Vocab:

Demo reel, portfolio, branding, self-promotion

Resources:

Wix, Squarespace, LinkedIn, Vimeo,
 Past examples of portfolio websites, professional demo reel examples

Goal 12.7 - Working with Clients and Management

Big Idea(s):

- There are often specific hierarchies or chains and command in the media industry
- Communication is key working with both internal stakeholders and outside clients
- Speed, efficiency and professionalism are expected by employers and clients

Essential Question(s):

- What questions for the client are imperative to the completion of the project?
- How can I get a project done fast and efficiently while meeting deadlines?
- How do I decide what to charge for my freelance work?
- How do I discuss payment and create invoices?
- How do I identify my direct reports?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
7.1 Creation of Client Work Orders: <ul style="list-style-type: none"> ○ Correspond with client ○ Ask proper questions ○ Establish scope of project 	<ul style="list-style-type: none"> ● Researching and developing a production rate card ● Creating client questionnaire to determine scope of work
7.2 Invoicing Clients.	Creating a client invoice for a mock production provided by instructor.
7.3 Onsite Production Protocols.	<ul style="list-style-type: none"> ● Navigating different scenarios that may come up during a production ● Identifying the hierarchy on a production and using the proper chains of command

Technical Vocab:

Invoice, Work order, Hierarchy, Work order, Requester, Asset, Authorization, Cost Estimate

Resources:

Instructor provided examples of rate cards, invoice template

Goal 12.8 – Creating a Documentary

Big Idea(s):

- Creating a documentary requires a great deal of pre-production planning
- Documentary filmmaking relies heavily on story and editing
- Documentaries are driven by the subject and content of the doc

Essential Question(s):

- How does documentary mode dictate the production process?
- How do you decide the best mode (format) of documentary to use when telling your story?
- How does collaboration and communication between crew help to create a successful documentary?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
8.1 The 6 Modes of Documentary: <ul style="list-style-type: none"> ● Reflexive ● Poetic ● Expository ● Observational ● Participatory ● Performative 	<ul style="list-style-type: none"> ● Analyzing short documentaries for structure and storytelling elements ● Creating graphic organizer for 6 types of documentaries- compare and contrast
8.2 Documentary Story vs. Journalism: <ul style="list-style-type: none"> ● Journalistic ethics ● Documentary as entertainment 	Comparing and contrasting tenets of journalism and documentary as a form of entertainment.
8.3 How to Find Documentary Subjects.	<ul style="list-style-type: none"> ● Compiling student interest survey for possible documentary ideas ● Creating treatment for short documentary
8.4 Process for Creating Engaging Documentary.	<ul style="list-style-type: none"> ● Generating idea and research ● Conceptualizing the story and theme of the documentary ● Completing pre-production elements such as script, assessing crew needs, and location scouting ● Gathering production elements such as interview and b-roll ● Finalizing post production and sound design

Technical Vocab:

Reflexive, Poetic, Expository, Observational, Participatory, Performative, Subject, Narrative, Interview, Footage, B-roll, Archival, Release form, Cinema Verité, Funding

Resources:

Film 101 Masterclass- Documentary modes:

<https://www.masterclass.com/articles/film-documentary-guide>

Goal 12.9 - Capstone

Big Idea(s):

- Capstone is a representation of the student's highest-level skills in Digital Media
- Once a topic is chosen, a lot of research and time will be put into creating the Capstone presentation

Essential Question(s):

- How can the Capstone presentation be engaging, clear and informative?
- How can a student expand on what was taught in the original unit?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
9.1 How to Research, Plan and Create Capstone Project.	Designing a comprehensive project based on student interest and previous learning.
9.2 Present a Professional Portfolio Piece: <ul style="list-style-type: none">● Public Speaking● Creating Visual Aids● Dressing Professionally	<ul style="list-style-type: none">● Creating a final project for review by peer and instructor● Presenting finished piece to class as well as describing topic/process

Technical Vocab:

N/A

Resources:

Access to previous examples of student capstone projects, list of DM powered curriculum topics