Bristol Public Schools

Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Digital Media Production (2022)
Course Description for Program of Studies	The first level course which focuses on using professional video and photo cameras, and the software used to edit them. Students make their own videos similar to what content creators post on YouTube and other video services.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	0.5

Resource-CSDE

UNIT 1: Introduction to Digital Media Concepts

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.13 Consider intellectual property issues when creating Web pages.	ITPC01.13.01 Explain the concept of intellectual property. ITPC01.13.02 Differentiate between copyright and trademarks.	Define the legal concerns of copyrights, ethics, releases, and royalties.	Copyright infringement Royalties Communication Feedback Copyright Trademark Scope Storage
ESS01.01 Complete required training, education, and certification to prepare for employment in a particular career field.	ESS01.01.01 Identify training, education and certification requirements for occupational choice.	Identify various career paths in digital/video production. Identify proper methods of transport and storage for appropriate production and personal equipment.	

UNIT 1: Introduction to Digital Media Concepts

- What are the career opportunities available in this field?
- Why is it important to understand proper equipment handling?
- Why is it important to understand media laws?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy		Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
ITPC 01.13	• I can identify any legal concerns of copyrights, ethics, releases, and royalties. • I can use legal parameters to make decisions about where, when, and what to film.	X	Selected Response (SR)	**Lesson Progression and Standards Connection:** • Apply understanding of legal and ethical issues related to video as demonstrated in classroom activities	**Mandatory Lessons/Activities:** • *Presentation on the legal concerns of media.*
		X	Constructed Response (CR)		
Pacing:	1-2 days		Performance (P)	**CCSS Connections:** • 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.	**Assessments:** • *Digital Media research projects assessed via presentation rubric* • *Daily teacher observations of student activities and projects*
			Observation (O)		
ESS01.01	• I can identify and research career opportunities available in the Digital Media field. • I can identify multiple professionals in various career paths within the industry. • I can identify and demonstrate proper methods of transporting and storing equipment. • I can describe the essential components of a media storage facility.		Selected Response (SR)	**Lesson Progression and Standards Connection:** • Create a research document for careers • Demonstrate understanding of use and storage of equipment through classroom equipment as demonstrated through in class exercises	**Mandatory Lessons/Activities:** • *Presentation on careers related to the field* • *Career research project activity* • *Proper equipment storage task*
		x	Constructed Response (CR)		
		x	Performance (P)		
			Observation (O)		

	● I can describe the adverse effects of improper storage on media equipment.			
Pacing:	1-2 days		**CCSS Connections:** ● 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.	**Assessments:** ● *Digital Media research projects assessed via presentation rubric* ● *Daily teacher observations of student activities and projects.* ● *Student observation of equipment storage and care.*

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
● *Anything on the internet is free and legal to use.* ● *You need a person's permission to record them*	● *No prior knowledge needed*	●	● *Independent research of career related opportunities* ● *Reflection* ● *Making connections in students' daily exposure to created digital content.*

UNIT 2: Fundamental Camera Techniques			
UNWRAPPED STANDARDS			
Advance CTE Standard	**Performance Elements**	**Key Concepts/Big Ideas**	**Academic Vocabulary**
ESS02.02 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.	ESS02.02.02 Record information needed to present a report on a given topic or problem.	● Identify and organize the personnel and equipment you will need to record in the field	White Balance Iris Aperture ISO Shutter Tripod
ITPC01.03 Design and employ the use of motion graphics to create a visual Web/digital designs	ITPC01.03.02 Create product visual design. ● Apply principles and elements of design ● Apply color theory to select appropriate colors ● Create and/or implement the look and feel of the product. ● Create graphical images and videos. ● Enhance digital communication presentation using a photographic process ● Evaluate visual appeal.	● Identify the important elements of composition/framing ● Identify the use of white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. ● Identify camera movement methods ● Identify camera stabilization methods	Monopod Auto Focus Manual Focus Audio Peaking Pan Zoom Tilt Dolly Pedestal

UNIT 2: Fundamental Camera Techniques

- What tools are used in video productions?
- Why is it important to control camera operation concepts when recording?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy		Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
ESS 02.02	• I can analyze a production event and describe the necessary equipment and personnel. • I can describe the roles of each person and piece of equipment in the production.	X	Selected Response (SR)	**Lesson Progression and Standards Connection:** • *Written camera operation procedures documents.*	**Mandatory Lessons/Activities:** • *Visual presentation of standard equipment and personnel to bring to the field*
		X	Constructed Response (CR)		
Pacing:	5-6 days		Performance (P)	**CCSS Connections:** • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently	**Assessments:** • *Assess students on technical vernacular using tests and or quizzes.* • *Daily teacher observations of student activities and projects*
			Observation (O)		
ITPC 01.03	• I can apply white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. • I can describe and use camera movements, stabilization, and composition. • I can transfer my knowledge of camera settings to new and different environments.		Selected Response (SR)	**Lesson Progression and Standards Connection:** • *Video projects requiring camera stabilization and movement theories.* • *Basic field video to demonstrate understanding of equipment use.*	**Mandatory Lessons/Activities:** • *Presentation of the different camera operations, paired with simulation and camera work.* • *Lesson-Live demonstration of the different camera operations and how they work and can be adjusted.*
		x	Constructed Response (CR)		
		x	Performance (P)		
			Observation (O)		
Pacing:	5-6 days			**CCSS Connections:** • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently	**Assessments:** • *Assess students on technical vernacular using tests and or quizzes.* • *Daily teacher observations of student activities and projects*

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
● *You can put the camera in auto mode and it will record great footage no matter the setting.* ● *Operating a video camera is only for professionals.*	● *There is no prior knowledge needed*	●	● *Independent opportunities to record live events* ● *Reflection* ● *Making connections in students' daily exposure to created digital content.*

UNIT 3: Basic Editing

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC 01.09 Create and implement a digital communication product to meet customer needs.	ITPC01.09.04 Create product visual design ● Apply principles and elements of design. ● Apply color theory to select appropriate colors. ● Create and/or implement the look and feel of the product. ● Create graphical images and videos. ● Apply knowledge of typography. ● Enhance digital communication presentation using a photographic process. ● Alter digitized images using an image manipulation program. ● Alter digitized video using a video manipulation program. ● Evaluate visual appeal. ITPC01.09.05 Produce content for a digital communication product. ● Produce or acquire graphics content. ● Produce or acquire motion graphics content. ● Produce or acquire audio content. ● Produce or acquire video content I	● Create graphics and titles appropriate to the project. ● Describe terminology specific to nonlinear video editing ● Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.	Frame Key Frame Transfer Import Export Chroma Key Clip Codec Cut Composting Compression Digital Video Drop-Frame Drop-Out Final Cut FPS Frame Rate Image Stabilizer JPEG MP4 J-Cut Noise Reduction Raster Rough Cut Ripple-Edit
ITPC01.08 Employ knowledge of Web design, programming, and administration to develop and maintain Web applications.	ITPC01.08.01 Implement functional design criteria. ● Identify, utilize and create reusable components.	● Apply Digital file management and organization ● Describe digital file management and organization	

UNIT 3: Basic Editing

- How can video editing impact the effectiveness of a video message?
- Why is digital file management essential in creating videos?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy		Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
ITPC 01.09	• I can create graphics and titles appropriate to the video project and the intended theme. • I can describe terminology specific to nonlinear video editing. • I can describe and utilize digital file management and organization to support project workflow.		Selected Response (SR)	**Lesson Progression and Standards Connection:** • *Editing a basic video demonstrating ability to create graphics and titles.* • *Video projects requiring the use of video editing skills*	**Mandatory Lessons/Activities:** • *Live demonstration of software* • *Video project*
		X	Constructed Response (CR)		
		X	Performance (P)		
Pacing:	10-14 days		Observation (O)	**CCSS Connections:** • 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.	**Assessments:** • *Unit quizzes and/or tests on key concepts and standards* • *Daily teacher observations of student activities and projects*
ITPC 01.08	• I can manage and organize the digital files for the project. • I can identify symbols used in video editing software and purpose/meaning/usefulness. • I can use the tools in video editing software to create digital content.		Selected Response (SR)	**Lesson Progression and Standards Connection:** • *Managing digital file storage and organization.*	**Mandatory Lessons/Activities:** • *Live demonstration of software* • *Video project*
		x	Constructed Response (CR)		
		x	Performance (P)		
Pacing:	10-14 days		Observation (O)	**CCSS Connections:** • 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.	**Assessments:** • *Unit quizzes and/or tests on key concepts and standards* • *Daily teacher observations of student activities and projects.*

		● 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.	

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
● *We have no experience editing videos so there's no point starting.* ● *Editing will be quick and easy.* ● *We can save it in post-production*	● *No prior knowledge necessary.*	●	● *Independent opportunities to edit footage* ● *Reflection* ● *Making connections in students' daily exposure to created digital content.*

UNIT 4: Phases of Digital Media Production

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	ITPC01.07.01 Select and use appropriate software tools ● Demonstrate proficiency in the use of digital imaging, digital video techniques, and equipment. ● Demonstrate knowledge of available graphics, video, motion graphics, web software programs ● Demonstrate knowledge of available project management and collaborative tools ● Demonstrate knowledge of integrated development environments(such as Visual Studio, Dreamweaver, Flash, Waterproof, etc). ● Manipulate images, video, and motion graphics. ● Demonstrate knowledge of the basic principles of motion graphics.	● Describe the pre-production, production, and post production documentation processes. ● Describe Lighting equipment and theory with regards to video productions ● Apply Lighting equipment and theory with regards to video productions ● Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 910 texts and topics.	Pre-Production Production Post-Production StoryBoard B-Roll Edit Import Export MP4 MP3 LED Studio 3-point Lighting Back Light Main Light Light Board
ITPC01.06 Prepare digital communication product specifications to communicate specifications with various audiences.	ITPC01.06.01 Prepare functional specifications. ● Develop flowchart/navigational blueprints. ● Develop storyboards. ● Determine delivery platform(s). ● Design system architecture. ● Design user interface. ● Design navigational schema ITPC01.06.03 Create final project plan. ● Identify and obtain tools and resources to do the job. ● Identify and evaluate risks. ● Develop a detailed task list. ● Identify critical milestones. ● Identify interdependencies.	● Identify who your audience is, and what you want them to do or feel after viewing your video. ● Describe the process used for concept development ● Plan Lighting equipment and theory with regards to video productions ● Identify pre-production, production, and post-production documentation processes. ● Evaluate a shooting location for video production technical needs.	

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UNIT 4: Phases of Digital Media Production

- Why are the three phases of video production important?
- How do you properly light a shot for video production?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy		Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
ITPC 01.07	- I can describe the pre-production, production, and post production documentation processes. - I can describe lighting equipment and theory with regards to video productions. - I can apply lighting equipment and theory with regards to video productions. - I can explain the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context (ex: three point lighting, key light, back light, fill light)		Selected Response (SR)	**Lesson Progression and Standards Connection:** - *Video projects utilizing all three phases of video production.* - *Manipulating lighting equipment to appropriately light a shot.*	**Mandatory Lessons/Activities:** - *Presentation on basic lighting setup and the process for all three phases of production* - *Live demonstration of lighting equipment* - *Full digital media project starting with the Pre-Production stage*
		X	Constructed Response (CR)		
		X	Performance (P)		
			Observation (O)		
Pacing:	7-14 days			**CCSS Connections:** - 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. - 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. - 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.	**Assessments:** - *Assess students on technical skills using project rubrics and documents.* - *Daily teacher observations of student activities and projects*

ITPC 01.06	- I can identify the intended message and audience for the video production project. - I can describe the process used for concept development. - I can plan lighting equipment and theory with regards to video production. - I can utilize and describe the pre-production, production, and post-production documentation processes. - I can evaluate a shooting location for video production technical needs.		Selected Response (SR)	**Lesson Progression and Standards Connection:** *Video projects utilizing all three phases of video production.* *Manipulating lighting equipment to appropriately light a shot.*	**Mandatory Lessons/Activities:** *Presentation on basic lighting setup and the process for all three phases of production* *Live demonstration of lighting equipment* *Full digital media project starting with the Pre-Production stage*
		x	Constructed Response (CR)		
		x	Performance (P)		
			Observation (O)		
Pacing:	7-14 days			**CCSS Connections:** 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics. 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.	**Assessments:** *Assess students on technical skills using project rubrics and documents.* *Daily teacher observations of student activities and projects*

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
You can plan the day of the event *Everything will go as planned* *Shoot what you need and that will b enough*	*Understanding Camera Operation*		*Independent opportunities to edit footage* *Reflection* *Making connections in students' daily exposure to created digital content.*

UNIT 5: Digital Media Advanced Editing

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ITPC01.07 Demonstrate the effective use of tools for digital communication production, development and project management to complete web/digital communication projects.	ITPC01.07.01 Select and use appropriate software tools. • Demonstrate proficiency in the use of digital imaging, digital video techniques, and equipment. • Demonstrate knowledge of available graphics, video, motion graphics, web software programs.	• Edit video using special effects and advanced editing techniques. • Edit audio elements to support the visual component of video. • Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 910 texts and topics.	Effects Frame Key Frame Transfer Import Export Chroma Key Clip Codec Cut
ITPC01.09 Create and implement a digital communication product to meet customer needs.	ITPC01.09.04 Create product visual design • Apply principles and elements of design. • Apply color theory to select appropriate colors. • Create and/or implement the look and feel of the product. • Create graphical images and videos. • Apply knowledge of typography. • Enhance digital communication presentation using a photographic process. • Alter digitized images using an image manipulation program. • Alter digitized video using a video manipulation program. • Evaluate visual appeal. ITPC01.09.05 Produce content for a digital communication product. • Produce or acquire graphics content. • Produce or acquire motion graphics content. • Produce or acquire audio content. • Produce or acquire video content	• Audio elements of a project contribute significantly to the impact of the video. • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • Special effects can make a video more effective and impactful	Composting Compression Digital Video Drop-Frame Drop-Out Final Cut FPS Frame Rate Image Stabilizer JPEG MP4 J-Cut Noise Reduction Raster Rough Cut Ripple-Edit Peak Transition Effect Controls Media Exposure Color Correct Essential Graphics

ITPC01.08 Employ knowledge of Web design, programming, and administration to develop and maintain Web applications.	ITPC01.08.01 Implement functional design criteria. ● Identify, utilize and create reusable components.	● Apply Digital file management and organization ● Describe digital file management and organization	

UNIT 5: ESSENTIAL QUESTIONS

- How do advanced editing techniques support the development of the production theme?
- Why are special effects used in video productions?
- Why is it important to consider audio elements when recording a shot?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy		Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
ITPC01.07	● I can edit videos using special effects and advanced editing techniques. ● I can edit audio elements to support the visual component of video. ● I can determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context.		Selected Response (SR)	**Lesson Progression and Standards Connection:** ● *Create short video projects to demonstrate special effects and advanced editing techniques.* ● *Utilize various audio equipment to support the visual component of video.*	**Mandatory Lessons/Activities:** ● *Model various special effect techniques, then have students engage in performance based tasks.* ● *Engage students in special effect projects*
		x	Constructed Response (CR)		
		X	Performance (P)		
			Observation (O)		
Pacing:	7-14 days			**CCSS Connections:** ● 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	**Assessments:** ● *Project rubrics and documents on technical skills and concepts.* ● *Daily teacher observations of student activities and projects*
ITPC01.09	● I can manage and manipulate the audio elements of a project. ● I can use special effects in a video to make a video more effective and impactful.		Selected Response (SR)	**Lesson Progression and Standards Connection:** ● *Learn antiquated and current special effects; how they are applied*	***Mandatory Lessons/Activities:*** ● *Lead classroom discussion and model audio components for video productions.* ● *Engage students in audio related projects*
		x	Constructed Response		

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			(CR)			● *Model various audio techniques, then have students engage in performance based tasks*
		x	Performance (P)			
			Observation (O)			
Pacing:	7-14 days			**CCSS Connections:** ● *4. Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context, relevant to grades 9-10 texts and topics.*		**Assessments:** ● Project rubrics and documents on technical skills and concepts. ● Daily teacher observations of student activities and projects
ITPC01.08	● I can apply, manage, and organize digital files when editing a video		Selected Response			**Lesson Progression and Standards Connection:** ● *Learn and apply digital file management skills to video project's*	**Mandatory Lessons/Activities:** ● *Lead classroom discussion and model file management techniques* ● *jEngage students in file management related projects*
		x	Constructed Response			
		x	Performance (P)			
			Observation			
Pacing:	7-14 days			**CCSS Connections:** ● *10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.*		**Assessments:** ● *Project rubrics and documents on technical skills and concepts.* ● *Daily teacher observations of student activities and projects*

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
● *Editing video is quick and easy* ● *Video is more important than audio* ● *File management isn't important*	● *Understanding basic editing* ● *Understanding basic camera operation*	●	● *Independent opportunities to capture and edit footage* ● *Reflection* ● *Making connections in students' daily exposure to created digital*