

Student Achievement Committee

Wednesday, June 22, 2022 7:00 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT
06010

I. Call to Order

**II. Decision: Approval of Minutes from May 18, 2022
meeting**

III. Information: New Curriculum Preview for Spanish Heritage Speakers **Presenter:** Leszek
Ward

IV. Information: New Curriculum Preview for Web Video Production at BAIMS **Presenter:** Dr.
Rechenberg

V. Discussion: Curriculum Approval Process

VI. Adjournment



Student Achievement Committee
May 18, 2022
MINUTES - DRAFT

Present: Ken Bagley, Catherine Carbone, Kim Culkin, Michael Dietter, Jennifer Dube, Carly Fortin, Kristen Giantonio, Sara Hale, Jaime Rechenberg, Azra Redzic, Samantha Sarli, Todd Sturgeon, Leszek Ward, Christopher Wilson

Call to Order:

Commissioner Sturgeon called the meeting to order at 6:30pm.

Approval of Minutes from April 20, 2022

On a motion made by Commissioner Wilson and seconded by Commissioner Sturgeon, Commissioner Giantonio abstained;

VOTED: To approve the Minutes of April 20, 2022.

Decision:Curriculum Revision, Physical Education 9-12

Sara Hale, Teaching Dean of Athletics presented the Physical Education 9-12 curriculum revision. The curriculum is based on the national and CT state standards. High School students are required to complete two credits of physical education towards the graduation requirements. Students take physical education for one semester throughout their four years of high school, ensuring that students are consistently involved in physical activity.

On a motion made by Commissioner Sturgeon and seconded by Commissioner Wilson, it was unanimously;

VOTED: To approve the Physical Education 9-12 Revision.

Information: Summer School Plans

Carly Fortin, Director of Teaching & Learning provided an overview of the district's summer school programming. A common theme among our summer school offerings is the title, "Advance." The goal is for students to "advance" in their learning when participating in a summer school program. One of the programs being offered is "Advance Elementary Summer School." This program is geared towards students in PreK through Grade 5, students will have an opportunity to strengthen their literacy and mathematical skills. In addition, Bristol Public Schools is offering multiple scholarship opportunities to summer camps and programs, providing students and families with greater choice and more extensive opportunities. Secondly, students in the middle level have the opportunity to take "Advance Middle Summer School." In this program, students will participate in literacy and/or math instruction to bolster their skills. A change in the middle school program this year is to imbed more interdisciplinary learning to effectively gain students interests. Lastly, students in the high school level will have the opportunity to take "Advance High School Summer School." This program will be offered as a hybrid model, which the district found greater student success in the hybrid model at the high school level in its implementation last summer.

Dr. Kim Culkin, Director of Special Services provided information on the Extended School Year summer program. This program is specific to students in grades PreK-12+ with IEPs who require extended school year instruction and related services.

Information: New Curriculum Preview, 6-8 Exploratory and Concentration Art

Ken Bagley, Supervisor of Fine Arts presented the new curricula, 6-8 Exploratory Art and 6-8 Concentration Art. Both of these new curricula are exclusive at BAIMS. The middle school art curriculum is developed to provide all students with the fundamental elements of artistic expression, while allowing our concentration pathway students an introduction into other artistic endeavors.

Information: New Curriculum Preview, Interior Design elective HS

Mr. Bagley presented the new curriculum, Interior Design elective HS. This new curriculum will be exclusively offered to the high school level at BAIMS. This coursework introduces students to the concepts of interior design, which includes elements of the design process, space planning, furnishings, fabrics, and background elements.



Information: New Curriculum Preview, Strings

Mr. Bagley presented the new curriculum, Strings, which will be exclusively offered at BAIMS. This course provides a unique opportunity for students whose interest are in the classical stringed instruments. In this class, students will learn about the Violin, Viola, Cello and Bass, and how to play them.

Information: New Curriculum Preview, Songwriting

Mr. Bagley presented the new curriculum, Songwriting, which will be exclusively offered at BAIMS. This course provides students the opportunity to create their own songs using traditional and digital tools and instruments. The trials and experiments students create will culminate in a final composition project.

Information: New Curriculum Preview, Scenic Design I and II

Dr. Jaime Rechenberg, Supervisor of Secondary STEM presented the new curricula, Scenic Design I and II. Both of these courses will be exclusively offered at BAIMS. Scenic Design and Construction I offer students the ability to learn the design elements and construction components necessary for theater set production. In Scenic Design and Construction II students have access to advanced design principles and construction application of the sets for theatrical productions.

There being no further discussion, Commissioner Sturgeon adjourned the meeting at 7:25pm.

Respectfully submitted,

Gabby Nicoletti

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Bristol Public Schools
Office of Teaching & Learning

Department	World Language
Department Philosophy	Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21st century, the ability to communicate effectively in a language other than English is increasingly important in today's global society. Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them. We believe that the study of a second language and culture will give them the tools to be successful in an ever increasing global market.
Course	Spanish for Native Speakers
Course Description	This course is designed to meet the needs of students who speak Spanish at home. By drawing on students' cultural experiences and existing linguistic skills, this course will further develop students' proficiency in the Spanish language, placing a particular emphasis on the development of presentational, written communication and preparing them for Spanish 4. Students will explore their relationship to their Hispanic heritage by comparing their experiences to those depicted in a variety of songs, poems, and narratives. They will also explore the causes and effects of immigration, as well as global challenges. The course seeks to reinforce the value of both their Hispanic heritage and the Spanish language, and concludes with an exploration of how those assets can play a role in their future.
Grade Level	9-12
Pre-requisites	Students should be heritage speakers approaching Intermediate levels of proficiency
Credit (if applicable)	1.0

UNIT 1: Self-identity

Overview

The first unit of this course addresses the theme of personal and public identities by helping students explore their own identity and relationship to their own Hispanic heritage. By reading a variety of poems and short fictional texts, students will identify a range of experiences of others who find themselves at the intersection of two languages and cultures. Students will compare the experiences they read about to their own experiences and those of their classmates before ultimately presenting their own conclusions about their identity to their classmates.

Essential Questions

- Who am I?
- Where do we come from?
- What makes up our identity?

Enduring Understandings

- Our cultural heritage is one element of who we are. For heritage speakers, Hispanic culture often, but not always, plays a significant role in shaping their sense of self.
- Being a heritage speaker often means negotiating a tension between two or more languages and cultures. How individuals navigate this tension can vary widely based on their individual circumstances and experiences.

Integrated Performance Assessment (IPA)

- Interpretive: Students read a poem in which the speaker describes their Hispanic identity. Comprehension questions will focus on understanding the speaker's feelings about their Hispanic heritage.
- Interpersonal: Students interview their classmates about their Hispanic heritage, asking and answering questions about their family history and their individual experiences.
- Presentational: Students present their family history to their classmates in a gallery walk.

Connections to Prior Units

- None

Connections to Future Units

- The next unit also focuses on the theme of personal and public identities, but focuses on various depictions of and reactions to Hispanic culture by others.

Misconceptions/Considerations

- In establishing a tone for the year, teachers must pay particular attention to fostering a supportive atmosphere of open and honest dialogue. Teachers must not assume, promote, or allow students to perpetuate stereotypes or assume the universality of experiences by any group of people.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Vocabulary
Interpretive (Nov-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify characters' relationship to their home culture in poems and short narrative scenes I can identify characters' feelings about their identity in poems and short narrative scenes 	Unseen Poem	<p>Expressing feelings (+/-)</p> <ul style="list-style-type: none"> Ser/estar + adj <p>Describing past events</p> <ul style="list-style-type: none"> Preterite Imperfect <p>Expressing reactions to events</p> <ul style="list-style-type: none"> ¡Que + adjective! <p>Comparing/contrasting</p> <ul style="list-style-type: none"> Mejor/peor <p>Introducing self/others</p> <ul style="list-style-type: none"> Demonstrative adj Noun & adjective agreement <p>Describing people and things in the past</p> <p><i>Spelling and punctuation</i> <i>Coloquios/lenguaje formal</i></p>	Emotions Nationalities Family members
Interpersonal (Int-Mid)	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can ask and respond to simple questions about my identity and family history. I can compare my experiences to those of my classmates and characters in poems and stories. 	Classmate Interview		
Presentational (Nov-High)	I can present personal information about my life and activities, using simple sentences most of the time.	<ul style="list-style-type: none"> I can describe my self-identity and experiences using graphic organizers and simple sentences. I can describe my family history using graphic organizers and simple sentences 	Self Identify Presentation		
Intercultural (Intermediate)	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.	<ul style="list-style-type: none"> I can explain how practices related to names reflect relationships to language and culture. 	Reflective Prompt		

UNIT 2: Public Identity

Overview

The second unit continues to explore the theme of personal and public identities by examining how Hispanic culture is viewed or depicted by others. Students will continue to explore a variety of poetry, scenes, and song lyrics in which characters are impacted by the perception of others. Students will practice discussing their reactions and comparing/contrasting them to their own cultural experiences. Students will also learn about and research heroes from the Hispanic community to examine how their actions and depictions shape public identities.

Essential Questions

- How am I perceived by others and how does it impact my self perception?
- Who are some Hispanic heroes?

Enduring Understandings

- How others see heritage speakers often has a significant impact, sometimes positive, sometimes negative, on how heritage speakers see themselves.
- Public depictions and perceptions of Hispanic heritage and culture also impact how heritage speakers see themselves.

Integrated Performance Assessment (IPA)

- **Interpretive:** Students listen to the lyrics of a song and watch the video about Hispanic Identity. Students will answer Comprehension questions focused on understanding how the artist is impacted by the way others perceive them.
- **Interpersonal:** After reflecting on the interpretive sources, students discuss their reactions/opinions with a partner, asking and answering questions about preferences and public identities.
- **Presentational:** Students will research a Hispanic Public hero (historical or present day) and prepare a google slide show to summarize their findings and impact on public identities.

Connections to Prior Units

- This unit builds on the theme of personal and public identities introduced in the previous unit, which focuses on students' sense of self as a Heritage speaker.

Connections to Future Units

- Students will practice formally presenting their public identity in the final unit of the course when applying and interviewing for a job in Spanish.

Misconceptions/Considerations

- Prioritize listening to individual experiences and explaining them as such. Do not promote division or generalize to entire communities or populations.

Proficiency Goal	ACTFL Performance Indicator	Learning Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	<p>I can identify the topic and related information from simple sentences in short informational texts.</p> <p>I can identify the topic and some isolated facts from simple sentences in informational texts.</p>	<ul style="list-style-type: none"> I can identify how speakers/artists are perceived in song lyrics that reflect on identity I can identify how speakers/artists are impacted by the ways others perceive them in song lyrics 	Song Analysis	<p>Describing/identifying people</p> <ul style="list-style-type: none"> Providing personal data Ser/estar + appearance Ser + personality <p>Expressing likes and dislikes</p> <ul style="list-style-type: none"> me gusta/no me gusta. <p>Present tense</p> <ul style="list-style-type: none"> Reflexive pronouns Indirect object pronouns Direct object pronouns 	<p>Adjectives to describe people/physical and personality</p> <p>Transition/key words to use in writing essays.</p>
Interpersonal (Int-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about songs based on the public identities of Hispanic artists. I can compare my experiences/public identity with those of artists and classmates. 	Partner Discussion	<p>Giving opinions</p> <ul style="list-style-type: none"> En mi opinion Pienso que + Creo que + 	
Presentational (Int Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write about Hispanic heroes that I learned about in class and in my own research. I can present what I learned about a Hispanic hero's actions and impact to my classmates 	Hero Presentation	<p>Comparing/contrasting</p> <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente <p>Agreeing/ Disagreeing with others opinion or debating</p> <ul style="list-style-type: none"> No estoy de acuerdo Estoy de acuerdo <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural (Intermediate)	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how representations of Hispanic cultural heroes reflect the identities and perspectives of Hispanic people. 	Reflective Prompt		

UNIT 3: Historical Causes of Migration

Overview

Unit three explores the history of Latin America through the theme of global challenges. The class will read about historical events, as well as political and societal issues that have led to increased Latin American immigration to the United States. After reading and writing about these issues from a variety of perspectives and countries, students will continue to compare and contrast reasons for immigration, and have the opportunity to discuss similarities and differences to historical events and their own family histories.

Essential Questions

- What are the reasons for immigration?
- What are some of the historical challenges in Latin America?
- What is the connection between colonization and poverty?

Enduring Understandings

- The expansion of government power has impacted the global economy.
- The people of Latin America have been affected by the power struggles between companies and farmers.

Integrated Performance Assessment (IPA)

- **Interpretive:** Read portions of text about immigration and identify reasons for migration.
- **Interpersonal:** After reading resources and writing essays, students have a conversation about reasons for immigration, discussing similarities and differences about the reasons for immigration in the Hispanic countries they have studied.
- **Presentational:** I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin.

Connections to Prior Units

- This unit builds on the previous units on identity of self and famous Latinos by presenting some of the issues that have historically affected life in Latin America and reasons for immigration.

Connections to Future Units

- The next unit will also address immigration, but from a more personal and individual perspective by focusing on the experiences of those who responded to the causes identified in this unit by immigrating to America.
- By studying the causes of immigration, students will inevitably surface social issues in Latin America. Students will again study social issues in unit 5, before also proposing solutions to those challenges.

Misconceptions/Considerations

- There is a lot of history to cover and focusing on specific moments will inevitably only give a snapshot. This unit is not meant to be a comprehensive study of Latin America, but focuses specifically on historical events and circumstances that spurred immigration to the US.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Grammar, Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can understand historical information about Latino immigration to the US from a website and summarize the main ideas. 	Nonfiction Reading	Talking about Past events <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect 	Terms from poems Historical terminology
Interpersonal	I can exchange ideas, and provide an outline of reasons and comparisons on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange ideas about reasons for immigration. I can outline reasons for immigration in one Spanish-speaking country and compare them with reasons in other countries and/or classmates. 	Conversation Contrasting	Describe problems <ul style="list-style-type: none"> La razón + adj Comparing/contrasting <ul style="list-style-type: none"> Mejor/peor adecuado/inadecuado igual/similar/ diferente 	Adjective to rank/prioritize Transition/key words to use in writing essays.
Presentational (Int-Low)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can write an essay describing a principle reason for immigration from Latin American countries and pose solutions to problems that exist in the country of origin. 	Immigration Essay	Proposing solutions to problems <ul style="list-style-type: none"> Subjunctive Giving opinion / Supporting an opinion <ul style="list-style-type: none"> Me parece que Para mí En mi opinion <i>Colloquial and formal language</i> <i>Spelling and punctuation</i>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can talk about how current and past practices (economic and political) showcase the history of colonialism in Latin America. 	Reflective Prompt		

UNIT 4: Personal Experiences of Immigration

Overview

This unit continues the theme of global challenges by exploring the results of immigration and the personal experiences of Hispanic immigrants to the United States. Students explore the challenges immigrants face, as well as their triumphs, through both literature and film. Class discussions focus on students' opinions of these books and films, as well as comparisons between the experiences they read about, their own experiences, and those of their classmates. After reading and discussing a variety of immigrant experiences, students present action plans focused on solutions to the challenges immigrants face.

Essential Questions

- What is the experience of immigration, and is it worth it?
- What can be done to improve the lives of immigrants and their families?

Enduring Understandings

- Many immigrants have idealized expectations of what life in America will be like, but their lived experiences rarely match their expectations.
- Hispanic immigration in the United States has a large impact on many aspects of culture in the United States.

Integrated Performance Assessment (IPA)

- Students read excerpts from "Cuando era Puertorriqueña" and identify the challenges, triumphs, and feelings the characters experience.
- After reading and viewing "Cuando era Puertorriqueña," students discuss the experiences of the main character, their reactions to the text, and compare the characters' experiences to their own.
- After considering a variety of immigrant experiences, as well as programs to support them, students create a plan to improve life for immigrants in the United States.

Connections to Prior Units

- Students will have explored their own family histories in Unit 1, many of which are likely to include (more or less recent) experiences of immigration.
- Students will have started to explore the theme of global challenges in Unit 3 by examining the political and economic reasons for immigration.

Connections to Future Units

- Students will also propose solutions to other local/global issues in Unit 5.

Misconceptions/Considerations

- Immigration is a topic that could have deeply personal ramifications for the students in this course, which may be difficult to separate from political policies and discourse. As such, this unit must be taught with care. An unbiased presentation of resources and focus on personal experiences will allow students to share their experiences without veering into political ideologies.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Intermediate-Low)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify common challenges and triumphs immigrants describe in narrative accounts of their experiences. I can identify characters' feelings and reactions in short, narrative texts about immigration. 	Immigration narrative excerpt	<p>Talking about Past events</p> <ul style="list-style-type: none"> Preterit* vs Imperfect Present perfect Pluperfect <p>Expressing opinion</p> <ul style="list-style-type: none"> Subjunctive Sugerir que + Es importante que + Es necesario que + Es bueno/malo que + <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	Immigration Family Daily Life
Interpersonal Intermediate-Mid)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about books based on the experiences of people immigrating to the United States. I can compare my feelings or experiences related to immigration with those of characters and classmates. 	Film/text Discussion		
Presentational (Intermediate-Mid)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	<ul style="list-style-type: none"> I can briefly summarize efforts or programs that have been created to improve life for immigrants. I can make suggestions about how to improve life for immigrants. 	Immigration Presentation		
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how the practice of leaving one's home for opportunity in a new land has posed threats and risk for many who do not feel welcomed in the new country. 	Reflective Prompt		

UNIT 5: Current Issues

Overview

In this unit, students explore global challenges impacting the global and their local community, specifically those related to healthcare and medicine. After reading about these issues, discussing them with their classmates, and considering potential solutions, students present an action plan detailing the steps they would take to address these issues in their local community.

Essential Questions

- How can we improve our world?
- How can we improve our environment?
- What steps can we take locally to address global issues?

Enduring Understandings

- People in our community are affected by larger environmental, political, economic, and social concerns, but we can work to address these issues on a local level.

Integrated Performance Assessment (IPA)

- Interpretive: Students read about medical and environmental issues to identify causes and possible solutions.
- Presentational: After reading about medical and environmental, students present a potential solution in the form of an action plan with the goal of actually executing that plan in the local community.
- Interpersonal: After reading about medical and environmental issues, and considering potential solutions proposed by their classmates, students debate the best course of action in response to these challenges.

Connections to Prior Units

- Students will have considered solutions to social and historical challenges in Units 3 and 4. After having considered potential solutions to those challenges, students will develop an action plan focused on addressing larger issues in a local context.

Connections to Future Units

- The final unit is on future goals. Ideally, students will pull from the prior units on self-identity and global issues to make a plan for the future that not only helps them realize their potential but also help the community.

Misconceptions/Considerations

- There is a political aspect to this unit that must be taught with care. Constantly teaching with an unbiased presentation of resources will help teachers share information without siding with one political ideology.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can identify problems and potential solutions in short informational texts about healthcare and medicine. I can identify problems and potential solutions in short informational texts about the environment. 	Nonfiction reading	<p>Solving problems</p> <ul style="list-style-type: none"> Structures to disprove and agree <p>Describing past events</p> <ul style="list-style-type: none"> Preterite Imperfect 	<p>Environmental Terminology</p> <p>Healthcare terminology</p>
Interpersonal	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can exchange opinions about solutions to healthcare issues. I can exchange opinions about solutions to environmental problems. 	Action plan debate	<p>Proposing solutions to problems</p> <ul style="list-style-type: none"> Subjunctive <p>Giving opinion / Supporting an opinion</p> <ul style="list-style-type: none"> Me parece que Para mí En mi opinion 	
Presentational	I can present on familiar and everyday topics, using simple sentences.	<ul style="list-style-type: none"> I can outline a presentation describing a solution to a global issue. I can write and present an action plan describing steps to address an issue in the local community. 	Action Plan Presentation	<p><i>Colloquial and formal language</i></p> <p><i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can examine the current practices in the U.S. and Latin America that negatively affect the present or future communities of those areas. 	Reflective Prompt		

UNIT 6: My Future

Overview

The final unit of the course returns to a focus on students' identities and relationship to the Spanish language by exploring students' goals for the future, as well as how their language abilities might play a role in their future. Students explore a variety of career paths based on their interests and experiences before writing a letter of intent and interviewing in Spanish. This final unit culminates a year-long focus on recognizing differences between formal and colloquial use of Spanish, providing students an authentic opportunity to practice using the language in a more formal setting.

Essential Questions

- Who am I?
- What are my goals for my future?
- How can Spanish help me in the future?

Enduring Understandings

- Education, experience, and marketable skills are necessary when competing in the job market.
- The Spanish language is a marketable skill that can help students compete in the job market.

Integrated Performance Assessment (IPA)

- Interpretive: Students read descriptions and choose a job by identifying elements that are appealing to them.
- Presentational: Students write a resume and letter of intent for a job aligned to their interests and experiences.
- Interpersonal: After submitting their resume and letter of intent, students conduct a mock interview in Spanish with their teacher.

Connections to Prior Units

- Students will have considered their relationship to the Spanish language in Unit 1. This unit seeks to return to that relationship and highlight the ways in which the Spanish language is an asset to students.
- Students will have considered the ways in which their Hispanic identity impacts their public identity in Unit 2. This unit seeks to build on those understandings by helping students present their language and culture as a positive aspect of their professional identity.

Connections to Future Units

- None.

Misconceptions/Considerations

- Students may be young to plan out their futures but this is an opportunity to see how being bilingual and bicultural is a benefit for their future career goals and to see what path would need to be taken and backwards plan a path to success.

Proficiency Goal	ACTFL Performance Indicator	Targets	Assessment	Key Grammar Functions and Structures	Key Vocabulary
Interpretive (Novice-High)	I can identify the topic and related information from simple sentences in short informational texts.	<ul style="list-style-type: none"> I can research and find job descriptions that line up with my career goals. I can identify tips and advice in short informational texts about finding a job. 	Job search	<p>Making plans for the future</p> <ul style="list-style-type: none"> Simple future Future tense Subjunctive <p>Requesting factual information</p> <ul style="list-style-type: none"> Interrogative words 	Professions Skills Interests Experiences Formal greetings
Interpersonal	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	<ul style="list-style-type: none"> I can interact formally in an interview setting, answering questions about myself related to the job I have chosen. I can explain my interest in a job I have chosen based on my interests and experiences. 	Job Interview	<p>Describing and identifying oneself</p> <ul style="list-style-type: none"> Ser + personality Verbs like GUSTAR, ENCANTAR, IMPORTAR, PARECER, INTERESAR. Stem-changing verbs (PODER, PREFERIR, PENSAR) 	
Presentational	I can present personal information about my life, activities and events, using simple sentences.	<ul style="list-style-type: none"> I can summarize my skills and abilities in a resume to apply for the job I found. I can describe my skills, interests, and abilities in a letter of intent for the job I have found. 	Job Application	<p>Describing past experiences</p> <ul style="list-style-type: none"> Hace (tiempo) que +verb phrase <p><i>Colloquial and formal language</i> <i>Spelling and punctuation</i></p>	
Intercultural	I can identify products and practices that help me understand perspectives.	<ul style="list-style-type: none"> I can explain how job applications and the questions they ask (or don't) reveal perspectives regarding bilingualism. 	Reflective Prompt		

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
CONTENT STANDARD 1: Communication (Interpersonal Mode) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	P	P	P	P	P	P
CONTENT STANDARD 2: Communication (Interpretive Mode) Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	P	P	P	P	P	P
CONTENT STANDARD 3: Communication (Presentational Mode) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	P	P	P	P	P	P
CONTENT STANDARD 4: Cultures Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	S	S	S	S	S	S
CONTENT STANDARD 5: Connections (Interdisciplinary Mode) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		S	S			
CONTENT STANDARD 6: Connections (Intradisciplinary Mode) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures				S		
CONTENT STANDARD 7: Comparisons Among Languages Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.						
CONTENT STANDARD 8: Comparisons Among Cultures Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.				S		
CONTENT STANDARD 9: Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					S	S



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	Web Video Production
Program of Studies Course Description	This course will cover the concepts, tools and activities essential to web-based video production. Various software programs will be explored and incorporated into video segments. Students will become familiar with the modes of capturing digital video, shooting techniques, and web-based editing.
Grade Level	9 - 12
Pre-requisites	No Prerequisites.
Credit	0.5 credit (Semester course, 45 class meetings) Based on time constraints, the teacher may select to complete all units in this curriculum, or those that best meet the needs and interests of the students. Approximate pacing is provided for each unit. This course is based off of the Adobe Digital Video: Foundations of Video Design and Production course. The goals, objectives, and learning targets may be used for any video production software.

[Unit 1 - Project 1: Video Production Basics \(12 - 45 minute classes\)](#)

[Unit 2 - Project 2: Action Events \(11 - 45 minute classes\)](#)

[Unit 3 - Project 3: News Stories \(13 - 45 minute classes\)](#)

[Unit 4 - Project 4: Public Service Announcements \(8 - 45 minute classes\)](#)

[Unit 5 - Project 5: Portfolios \(Mid-Semester\) \(5 - 45 minute classes\)](#)

[Unit 6 - Project 6: Commercials \(12 - 45 minute classes\)](#)

[Unit 7 - Project 7: Mini-documentaries \(9 - 45 minute classes\)](#)

[Unit 8 - Project 8: Portfolio \(End-of-Semester\) \(7 - 45 minute classes\)](#)

The International Society for Technology Education (ISTE) Standards are embedded in every unit of this curriculum.

ISTE Standard	Performance Elements
<p>Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>a. apply existing knowledge to generate new ideas, products, or processes. b. create original works for personal or group expression. c. identify trends and forecast possibilities.</p>
<p>Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>a. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p>Research and Information Retrieval Students apply digital tools to gather, evaluate, and use information.</p>	<p>a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>
<p>Critical Thinking and Problem Solving Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.</p>	<p>a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. use multiple processes and diverse perspectives to explore alternative solutions</p>
<p>Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning.</p>
<p>Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>a. understand and use technology systems. b. select and use applications effectively and productively. c. transfer current knowledge to learning of new technologies.</p>

Unit 1 - Project 1: Video Production Basics

Unit Overview

To produce quality videos, students need to understand how digital videos are shot and the overall workflow. Students develop video production skills through creating an introductory video project, evaluating effective uses of video shot techniques, and building a video sequence. Students apply the skills and understanding they gain in this project to creating digital videos and designing client products in succeeding projects. Students focus on learning about a variety of video shots and using Adobe Premiere Pro to edit a series of clips into a cuts-only, coherent short video.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.01 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.	ARPA01.01.01 Explain the history of film. ARPA01.01.03 Define the terminology associated with audio and video technology, and film production.	Project management skills <ul style="list-style-type: none"> • Managing video clips • Organizing and planning a sequence • Creating an original sequence • Identify audience, purpose, and goals 	<ul style="list-style-type: none"> • clips • close-up • copyright • cutaway • cuts-only edits • export • extreme close-up • fair use • intellectual property • long shot • medium shot • over the shoulder shot • point of view shot • storyboard • Timeline panel • trucking shot • video production workflow • video sequence • wide shot
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.01 Apply knowledge of lighting requirements to a planned production. ARPA01.03.05 Demonstrate camera operations and video signals.	Design skills <ul style="list-style-type: none"> • Identifying shot techniques • Understanding the digital video workflow • Using music to enhance a story Research and communication skills <ul style="list-style-type: none"> • Understanding files types • Understanding copyright issues • Communicating with group members 	
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	ARPA01.04.01 Identify the basic functions and resources for editing.	Technical Skills <i>Adobe Premiere Pro</i> <ul style="list-style-type: none"> • Understanding the Adobe Premiere Pro workspace • Importing video and audio files • Using the Storyboard feature in the Project panel • Adding, moving, deleting, and trimming clips in the <i>Timeline panel</i> • Editing using cuts-only techniques (Selection, Rolling, and Ripple tools) • Adding audio • Exporting an uncompressed video file 	

UNIT 1: ESSENTIAL QUESTIONS

- How are videos created to impact a specific audience?
- How do video creators select mediums, formats, and file types for their project?
- How does copyright and fair-use guidelines impact video creation?
- How can we determine if we are adhering to copyright and fair-use guidelines in our projects?
- What are key features of video editing software?
- How does the presentation of a product or message impact the end user?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.01	<ul style="list-style-type: none"> ● I can understand the video production workflow. ● I can investigate how audience, purpose, and goal impact a final video product. ● I can transform clips into a coherent video sequence. ● I can understand different video mediums, formats, and file types. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Digital Video Production Workflow 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn how digital videos are shot and the overall workflow. ● Students develop video production skills through evaluating effective uses of video shot techniques. ● Students create a short video by selecting clips and editing the clips together. ● Students discuss the importance of audience, purpose, and goals of a video. ● Students create a plan, on paper, for the sequence in which they want the clips to appear and select music to accompany their sequence.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ISTE: Digital Citizenship	<ul style="list-style-type: none"> ● I can understand copyright issues and fair-use guidelines. ● I can advocate and practice legal use of images. ● I can describe the digital video workflow. ● I can design and create rough cuts and assembly cuts to communicate ideas. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Copyright and Fair Use ● Performance Activity: Video Post-production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn about copyright issues and fair use guidelines. ● Students understand the importance of gaining permission for work used and for protecting their work. ● Students use appropriate copyright citation for the audio and video clips they use in their project. ● Students discuss in detail the steps and technical skills needed to edit video in order to make assembly, rough, and final cuts for video projects.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.01 ARPA01.03	<ul style="list-style-type: none"> ● I can describe the Adobe Premiere Pro workspace. ● I can import video and audio files. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Getting Started with Adobe Premiere Pro 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students will start using Adobe Premiere Pro, including: <ul style="list-style-type: none"> ○ Understanding the workspace

	<ul style="list-style-type: none"> ● I can capture video. ● I can use the Storyboard feature in the Project panel. ● I can add, move, delete, and trim clips in the Timeline panel. 		<ul style="list-style-type: none"> ○ Importing files ○ Capturing video ○ Managing media ○ Using the Storyboard feature ○ Working with clips in the Timeline panel <p>students import the clips into Adobe Premiere Pro and begin to assemble them into their video sequence.</p>
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can create transitions using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● I can assemble and edit my videos based on my storyline plans. ● I can describe the options for exporting video to different mediums and formats. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Getting Started with Video Editing ● Performance Activity: Exporting Video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● Students assemble and edit their videos by using the Storyboard feature and the Timeline panel based on their plans. ● Students add an audio track that best supports their theme. ● Students describe different options for exporting video to different mediums and formats, file types, and the need for the various formats. ● Students export their edited video sequence as a basic uncompressed video file.
	Pacing: 4 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ISTE: Critical Thinking and Problem Solving	<ul style="list-style-type: none"> ● I can describe the message of my video and the audience it impacts. ● I can use creativity and technology to enhance my presentation. ● I can elicit and internalize feedback on my work. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Presenting Design Projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students present their work to an audience. ● Students describe how the audience, purpose, and goals impacted the way they sequenced the clips and how they impacted the musical selection.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	

Unit 1 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
			<ul style="list-style-type: none"> • Video analysis: Examine parody videos from video sites such as YouTube and identify the elements changed from the original to create a parody. • Shot techniques: Ask students to select their favorite video segment and identify the shots used in it.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com> .
 - For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
 - For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
- Video clips
- Photos, music, text, and video that can be legally shared and reused for free: <http://search.creativecommons.org>
 - List of all free video downloads available from iTunes: www.itsfreedownloads.com
 - Free online video streaming service: www.youtube.com
 - Free streaming and downloadable video segments from the PBS series Religion & Ethics Newsweekly: www.thirteen.org/edonline/accessislam/video.html
 - Free streaming and downloadable video segments from the PBS series Wide Angle: www.thirteen.org/edonline/wideangle/video_bank.html

Unit 2 - Project 2: Action Events

Unit Overview

Capturing live action events helps students focus on shooting techniques and storytelling as they bring the events to life. To introduce students to shooting with a camera, they work in teams to shoot an event. Then individually, they edit their action footage and create a final short video. Students learn to set up various kinds of shots and create a video that evokes the feelings at the event. In the process, students engage in the pre-production, production, and post-production workflow of creating a video.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.03.03 Demonstrate operation of video systems.</p> <p>ARPA01.03.04 Demonstrate video system maintenance procedures.</p> <p>ARPA01.03.05 Demonstrate camera operations and video signals.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Developing a shot list • Planning a shot for an action event • Organizing and managing a sequence • Logging and managing clips <p>Design skills</p> <ul style="list-style-type: none"> • Identifying general principles for video shooting techniques • Identifying and designing for audience, purpose, and goals • Learning video shooting techniques: • Rule of thirds • Wide and tight shots • Follow action • Zooms and pans • Using natural sound to enhance a story • Creating match edits (tight and wide of the same subject) <p>Research and communication skills</p> <ul style="list-style-type: none"> • Understanding files types • Understanding copyright issues • Selecting appropriate content • Communicating information to audiences <p>Technical Skills</p> <p><i>General</i></p> <ul style="list-style-type: none"> • Shooting mix of shots • Shooting shots with natural sound <p><i>Adobe Premiere Pro</i></p>	<ul style="list-style-type: none"> • capture video • import • log clips • natural sound • shot list • Source Monitor • transition • uncompressed video
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	<p>ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems.</p> <p>ARPA01.04.03 Employ knowledge of control peripherals used for editing.</p>		

		<ul style="list-style-type: none"> • Capturing video • Using the Source Monitor • Inserting and overlaying clips • Applying basic transitions • Incorporating sound • Exporting video 	
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UNIT 2: ESSENTIAL QUESTIONS

- How are video shooting techniques guided by general videography principles?
- How do we plan and capture video of a live event?
- How do we determine the best techniques for capturing ambient sound?
- How do you create a video of an action sequence?
- How does Adobe Premiere Pro support video production?
- How do we determine the appropriate file formats for videos?
- How can we manipulate and improve video?

CTE Standard	Learning Targets:	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> • I can explore and understand general principles for video shooting techniques. • I can investigate how to capture action. • I can capture video of a live event. • I can capture ambient sound. • I can explain the purpose of pre-event location visits. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Video Pre-production • Performance Activity: Video Production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students identify effective techniques for engaging the audience and capturing action. • Students describe the video pre-production phase where they learn about creating shot lists, project proposals, and treatments. • Students create a shot list identifying the shots that will best showcase that event. They should also identify the goals of the video in their shot list. • Students explain the advantages of going to the event location ahead of time to plan where they will film. • Students learn about the production phase in the video production workflow; they will learn about shot techniques, shooting tips, and audio tips. • Student groups attend their selected event(s) and capture video according to their shot lists.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> • 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> • I can create a video documenting an action sequence. • I can describe the technical skills needed to edit video for assembly, 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Video Post-production • Performance Activity: Getting Started 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students discuss in detail the steps and technical skills needed to edit video in order to make assembly, rough, and final cuts for their video project. • Students log clips and capture video from their unedited footage.

	<p>rough, and final cuts for a video project.</p> <ul style="list-style-type: none"> ● I can demonstrate how to use Adobe Premiere Pro to import, capture, and manage media. 	with Adobe Premiere Pro	<ul style="list-style-type: none"> ● Students continue using Adobe Premiere Pro, including: <ul style="list-style-type: none"> ○ Understanding the workspace ○ Importing files ○ Capturing video ○ Managing media ○ Using the Storyboard feature ○ Working with clips in the Timeline panel
	Pacing: 3 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.04	<ul style="list-style-type: none"> ● I can edit video transitions using the Timeline panel, Source Monitor, Program Monitor, and Trim panels. ● I can apply transitions that align to my project goals. ● I can export video to different mediums and formats. ● I can explain the need for different media formats. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Getting started with video editing. ● Performance Activity: Exporting Video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● Students edit and construct their videos and to apply transitions individually, asking them to keep in mind their initial goals. ● Students are introduced to options for exporting video to different mediums and formats, file types, and the need for the various formats. ● Students export their edited video as a basic uncompressed video file.
	Pacing: 4 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ISTE: Technology Operations and Concepts	<ul style="list-style-type: none"> ● I can describe how the editing process can manipulate video. ● I can explain the power an editor has of representing the same information in different ways. ● I can discuss the responsibility an editor has to accurately and honestly represent a situation, story, or person (both visual and audio). ● I can express the need to be aware of bias when editing video and to notice it in others' videos. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Presenting Design Projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students present their work to an audience. They present their final videos to other members of their initial shooting group, explaining the techniques they used to engage their audience and meet their goals. ● Students solicit peer review so students can offer one another a constructive critique of their videos. ● Students discuss how different approaches to the same video vary even though they used the same footage. ● Students discuss the ethical responsibility of editing video in this project and for all future projects.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	

Unit 2 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
			<ul style="list-style-type: none"> • Transition analysis: Ask students to search for and select favorite video segments that use transitions to create whimsy or add visual interest. • Transition vocabulary: Have the students search for popular examples of transitions (click wipe, push, slash slide, and so on) and document the vocabulary, explaining the effect of each transition.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
 - For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.

Unit 3 - Project 3: News Stories

Unit Overview

Working on creating a basic news story, students learn about specific news editing techniques and the journalistic code of ethics. Students work in teams to select a subject, conduct an interview, and report a story. Students learn to incorporate video elements in news stories, such as interview sound bites, reporter stand-up, b-roll footage, natural sound, supers, and reporter narration.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.	<p>Project management skills</p> <ul style="list-style-type: none"> • Plan and manage projects with multiple steps • Identifying audience, purpose, and goals • Researching and selecting a news story focus • Developing a shot list • Developing a script • Selecting and using appropriate applications <p>Design skills</p> <ul style="list-style-type: none"> • Creating an original work • Identifying principles for video shooting techniques • Learning video shooting techniques: <ul style="list-style-type: none"> • Shooting a sequence • Leaning in and out • Lighting for interviews • Setting up interviews • Shooting b-roll footage • Strengthening a project with supers <p>Research and communication skills</p> <ul style="list-style-type: none"> • Evaluating and analyzing news stories • Writing in active voice • Writing interview questions • Planning strategies to guide inquiry • Understand and apply the journalistic code of ethics • Conducting interviews • Using voice overs 	<ul style="list-style-type: none"> • b-roll footage • codec • J- and L-cuts • journalistic code of ethics • media encoder • mpeg • H.264 • news style editing • supers
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	<p>ARPA01.04.01 Identify the basic functions and resources for editing.</p> <p>ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems.</p> <p>ARPA01.04.03 Employ knowledge of control peripherals used for editing.</p>		
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.		

		<p>Technical Skills</p> <p><i>General</i></p> <ul style="list-style-type: none"> • Shot techniques for interviews and news stories • Understand and select microphone types • Using effective narration techniques <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using Program Monitor and Trim panels • Creating J- and L-cuts • Adding multiple types of audio • Using the Mixer to record a narration • Use the Titler to create supers • Exporting to web-ready video 	
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UNIT 3: ESSENTIAL QUESTIONS

- How are copyrights identified and adhered to in video production?
- What role does fair use guidelines play in creating videos?
- How do pre-production activities contribute to an effective video?
- How do we identify and evaluate reliable information when researching a story?
- How do we identify and select best practices for editing sound and video?
- Why is it necessary to use different file types and formats?
- How does peer review help improve our work?

CTE Standard	Learning Targets:	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.06	<ul style="list-style-type: none"> • I can analyze video clips to describe and identify copyright issues and fair use guidelines for video production. • I can collaborate with my group members to select a meaningful story to report. • I can contribute to developing an interview list, shot list, project proposal, and draft script. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Performance Activity: Copyright and fair use • Performance Activity: Video pre-production 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students view news clips and identify and analyze how the following impact the story and its intended audience: shot selection, transitions, story types, narration, and lighting. • As students view the news clips, they discuss the journalistic code of ethics and the following concepts: truth, accountability, fairness, harm and safety. • Assign students to small groups and provide final video project guidelines. • Groups select a story to report on (Ex:, the effects of a school policy, the success of a sports team, a profile of a teacher or student, or a popular school trend) and explain how they will plan the following elements: people to interview, shot list, project proposal, B-roll footage, draft script for reporter stand-up.
	Pacing: 2 - 45 minute class periods	<p>CCSS ELA & Math Connections:</p> <ul style="list-style-type: none"> • 	

<p>ARPA01.04 ARPA01.06</p>	<ul style="list-style-type: none"> ● I can engage in research to obtain information on the topic of my story. ● I can evaluate the validity of information found in research. ● I can describe shot techniques, shooting and audio tips. ● I can use the Voicing Narrations guide to prepare for working with natural sound. ● I can plan and shoot a news story. ● I can conduct and film interviews. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: Research and screenwriting ● Performance Activity: Video production 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students are introduced to research and screenwriting in the pre-production process, writing for video best practices, and how to use Adobe Story in the screenwriting process. ● Students research the news story topic and acquire any needed permission for filming on school grounds, filming minors, etc... ● During research students evaluate the validity, currency, and bias of the content they are including, specifically when they find the information on the web. ● Groups identify, write, review, and revise interview questions to use in the reporter stand-up script and write a draft script. ● Students learn about the production phase in the video production workflow. They will learn about shot techniques, shooting tips, and audio tips. ● Groups discuss preparations for filming, such as planning the types and locations of camera(s), lighting, and microphones prior to filming. ● Groups review the tips and techniques for shooting video and capturing audio, especially when interviewing people. ● Students use the Voicing Narrations guide to prepare for working with natural sound, recording the reporter and combining the two types of sounds. ● Groups film their interviews, b-roll footage, and reporter stand-up according to their shot list.
	<p>Pacing: 3 - 45 minute class periods</p>	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	
<p>ARPA01.03 ARPA01.04</p>	<ul style="list-style-type: none"> ● I can describe and select best practices for recording narration. ● I can use and edit sound. ● I can blend and combine different sounds and apply crossfades. ● I can edit b-roll footage. ● I can record and incorporate narration. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: Recording and editing audio ● Performance Activity: Getting started with video editing 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students use what they learned about editing audio and video to create news style editing including: J- and L-cuts, and ripple and rolling edits. ● Students edit video and create transitions by using the Timeline panel, the Source Monitor, the Program Monitor, and the Trim panels. ● Groups edit and construct their news story.
	<p>Pacing: 4 - 45 minute class periods</p>	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	
<p>ARPA01.03 ARPA01.04</p>	<ul style="list-style-type: none"> ● I can use text in video projects to create supers, titles, and 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: How to create 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students learn how and when to use text in a video project and how to create

	<p>credits.</p> <ul style="list-style-type: none"> ● I can engage in peer review to accept and provide feedback. ● I can implement suggestions for improvement of my project. 	<p>supers, titles, and credits</p> <ul style="list-style-type: none"> ● Performance Activity: Peer review 	<p>supers, titles, and credits.</p> <ul style="list-style-type: none"> ● Groups create supers for their news story by using a template. ● Students discuss how to participate in peer review by communicating information and listening and providing feedback. ● Groups review each other's videos, providing comments on how well the video meets the project proposal. ● Groups implement suggestions to improve their news stories.
	<p>Pacing: 2 - 45 minute class periods</p>	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	
<p>ARPA01.03 ARPA01.04</p> <p>ISTE: Communication and Collaboration</p>	<ul style="list-style-type: none"> ● I can export video in different formats and mediums. ● I can explain the need for different futile formats. ● I can present my work to an audience. ● I can explain how I applied the journalist code of ethics in my project. ● I can identify learning that will further my skill set. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Performance Activity: Exporting video ● Performance Activity: Presenting design projects 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Students learn options for exporting video to different mediums and formats, file types, and the need for the various formats. ● Students save news stories, export them in a variety of web ready formats for different bandwidths, and save this export process as a batch process. ● Groups present their news stories to the class and describe the video techniques they employed, how they applied the journalistic code of ethics, what they learned in doing this project, and what they would like to learn to further their skill set.
	<p>Pacing: 2 - 45 minute class periods</p>	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	

Unit 3 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
			<ul style="list-style-type: none"> • Newscast: Have the class create an entire newscast with several news reports (sports, politics, weather) and roles (anchor, reporter, weatherperson, and so on). If possible, broadcast the newscast to the school. • Journalistic code of ethics: Ask students to research the journalistic code of ethics and then analyze various newscasts from different channels to critique how well they seem to adhere to these ethics. • Podcast: Take the audio portion of the final news story and turn it into a podcast that can be streamed or downloaded from a website.

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com> .
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
- You might supplement this project with the following video production books:
 - Bliss, E.; Hoyt, J. (1994). Writing News for Broadcast 3rd ed. N.Y., N.Y.: Columbia University Press.
 - Block, Jr., M.; Durso, J. (2010). Writing News for TV & Radio: The New Way to Learn Broadcast News Writing. Washington, D.C.: CQ Press.
 - Tuggle, C.A.; Carr, F.; Huffman, S. (2006). Broadcast News Handbook: Writing, Reporting, Producing in a Converging Media World, 3rd ed. N.Y., N.Y.: McGraw-Hill

Unit 4 - Project 4: Public Service Announcements

Unit Overview

Public service announcements (PSA) bring public awareness to particular issues. They are short, concise videos that make a point quickly and clearly. PSAs can be an effective way to teach students how to focus content on a specific topic and goal while learning the video production process. In this unit, students plan, shoot, edit, and produce a PSA. They analyze how a particular shot will impact the mood and intention in a video. They learn how to create motion effects for both video and audio. For this project, you might decide to work with school groups or local community organizations so students create a PSA for a particular issue or group.

UNWRAPPED STANDARDS

AUDIO AND VISUAL TECHNOLOGY AND FILM - Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.01 Describe the types of microphones, pick-up patterns, and techniques required for a variety of audio presentations.</p> <p>ARPA01.02.02 Employ knowledge regarding audio equipment used for productions including: basic recording equipment, equalizers, mixing consoles, and quality-monitoring equipment.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Selecting and planning a PSA theme • Creating and managing a project proposal • Developing a shot list • Developing a script • Identifying assets • Collaborate, organize and track reviews using Clip Notes • Using naming conventions for organizing clips <p>Design skills</p> <ul style="list-style-type: none"> • Identifying audience, purpose, and goals • Understanding design elements for various film types • Understand production plan phases for various film types • Learning video shooting techniques: <ul style="list-style-type: none"> • Closing shots • Establishing shots • Planning integration of still imagery and video • Understanding audio file types <p>Research and communication skills</p> <ul style="list-style-type: none"> • Analyzing and evaluating PSAs • Planning strategies to guide inquiry • Researching topics for PSAs • Writing scripts • Applying copyright and fair use • Conducting peer reviews • Demonstrating personal responsibility by using feedback 	<ul style="list-style-type: none"> • alpha channel transparencies • audio mixer • final cut • motion effects • public service announcement • rough cut • scriptwriting • voiceover narration
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.03.02 Apply knowledge of analog and digital video formats.</p> <p>ARPA01.03.03 Demonstrate operation of video systems.</p> <p>ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.</p>		
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the</p>		

	<p>critical elements in designing a production to activities in the production stage.</p>	<p>Technical Skills</p> <p><i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using compositing to incorporate imagery • Adding titles by using the Titler • Using basic motion effects • Enhancing text by using sheen, shadows, fills, and shapes • How to work with audio • Syncing audio to video • Exporting to web-ready video <p><i>Adobe Story</i></p> <ul style="list-style-type: none"> • Writing a script for a public service announcement <p><i>Audition</i></p> <ul style="list-style-type: none"> • Understanding the Audition interface • Recording narration • Mixing music, natural sound, narration, and sound bites • Editing audio 	
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UNIT 4: ESSENTIAL QUESTIONS

- How do video and audio help convey the message of a PSA to its audience?
- How do the steps of the pre-production phase support making an effective PSA?
- How do videographers work to improve the quality of their recorded video and audio clips while on scene?
- How is a video blended into a final project?
- What purpose do effects serve in videography?
- How does peer review improve the quality of the PSA?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> ● I can identify the audience, purpose, and perspective of public service announcements. ● I can create shot lists, project proposals, and treatments. ● I can prepare a project proposal to pre-plan the PSA production. ● I can identify additional assets (such as audio, images, interviews, and narration) for their PSA. ● I can discuss the appropriate image formats for use in video. ● I can use Adobe Story to write a script for my PSA. ● I can identify the script to use based on the type of film project. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Video pre-production ● Performance Activity: Research and screenwriting 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students view public service announcements to identify and analyze the audience, purpose, and perspective. ● Students discuss uses of each shot, audio or blended audio, and the elements to create impact in the PSA. ● Students are assigned in small groups and introduced to the unit project and project guidelines. ● Student groups identify the topic and point of view of their PSA. ● Groups will plan how they will use lighting, shot selection, b-roll footage, and shot sequence to impact the mood and intention of their chosen PSA. (Allow students time to research their PSA topic.) If necessary they should contact (via e-mail, phone, web conferencing, and so on) any individuals or organizations that will help them gather information for their PSA. ● Students describe writing for video best practices and how to use Adobe Story in the scriptwriting process. ● Student groups write and revise an outline of a script for their PSA that includes voiceover narration using Adobe Story and submit for approval.
	Pacing: 3 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can describe shot techniques. ● I can use shooting and audio tips to improve my recordings. ● I can select sound clips, 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Video production ● Performance Activity: Recording and editing audio ● Performance Activity: Editing audio 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students learn about the production phase in the video production workflow: they learn about shot techniques, shooting tips, and audio tips. ● Groups shoot footage according to their shot list. ● Groups view their footage and select sound clips, shots, and assets that meet the goals in their project proposals.

	<p>shots, and assets from recorded footage.</p> <ul style="list-style-type: none"> ● I can write a script. ● I can record narration. ● I can edit audio clips and text. ● I can blend and combine different sounds. ● I can assemble my video and sound clips. 	with Adobe Audition	<ul style="list-style-type: none"> ● Groups write their voiceover narration script based on the clips, shots, and assets they have collected and reviewed. ● Groups conduct a peer review with their final scripts and improve them based on peer feedback. ● Students learn how to work with audio in Adobe Premiere Pro and Audition, including best practices for recording narration and how to blend and combine different sounds. ● Using the approved script, groups record their voiceover narration. ● If using Adobe Audition, instruct students to use round trip audio editing process between Adobe Premiere Pro and Audition to edit, blend, and sync their audio. ● Students assemble and edit their videos
	Pacing: 3 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.03 ARPA01.06	<ul style="list-style-type: none"> ● I can apply text effects, motion effects, and image effects. ● I can apply effects for video, text, and graphics for my PSA. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Applying video effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students create rough cuts of their videos.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.06 ISTE: Collaboration and Communication	<ul style="list-style-type: none"> ● I can engage in peer review by communicating information and listening and providing feedback. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Peer review ● Performance Activity: Exporting video 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Groups review their videos with each other and brainstorm areas for improvement. ● Students make necessary editing and audio changes based on their review to make the final cut of their PSA. ● Students export their final PSA in multiple formats for delivery over the web.
	Pacing: 1 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03 ARPA01.06	<ul style="list-style-type: none"> ● I can edit and produce a public service announcement for the web. ● I can present my work to an audience. ● I can reflect on my work and 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Presenting design projects ● Performance Activity: Design project reflection papers 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students discuss their pre-production, production, and post-production process, shot decisions, and editing decisions. ● Students write about the process of creating the PSA and identify areas for improvement for both their PSA and their process. ● Groups document the following in a one-page reflection paper:

	identify areas for improvement in creating professional videos.		<ul style="list-style-type: none"> • Evidence of proper copyright citation and fair use guidelines for PSA. • Evidence of how they applied the journalistic code of ethics. • Reflection on the team process and ways to improve the process.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> • 	

Unit 4 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
			<ul style="list-style-type: none"> • Research: Ask students to search online and write a paper or create a presentation on the history of public service announcements. • Copyright and fair use: To reinforce these concepts, ask students to create PSAs that cover important topics of copyright and fair use. For ideas, view the lesson from the National Council on Teaching English (NCTE): www.readwritethink.org/lessons/lesson_view.asp?id=939. • PSA evaluation: Ask students to take some of the PSAs they previewed at the beginning of the activity and deconstruct them, tying the shots and audio to the goals and behavioral changes the PSA is advocating. Students can then keep a reference document of these techniques to use in other videos they create. • Public service website: Create a website around the PSA topic, including calls to action, background resources, and advocacy plans. You might cover basics of web design and development, using the activities from the Adobe Education Exchange.
RESOURCES			
<ul style="list-style-type: none"> • To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ • For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help. • For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help. <p>Public service announcements</p> <ul style="list-style-type: none"> • A presentation on using PSAs in the classroom: http://kathyschrock.net/psa • Viewable PSAs, resources, and a PSA Producers Guide: www.listenup.org/index.php • A leading producer of PSAs: www.adcouncil.org 			

Unit 5 - Project 5: Portfolios (Mid-Semester)

Unit Overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use portfolios to showcase their work when applying for a job, pitching to clients, or applying for higher education. Traditionally a portfolio is a book containing design samples. Portfolios can also be electronic, easily and quickly sharing a designer's work with anyone in the world. In this unit, students create the elements of a portfolio that features work they have completed and work to be completed, concentrating on a particular career area. As students create their portfolios, they plan, implement, and test their designs; students then reflect on and evaluate their work.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.01 Examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the pathway.	ARPA01.01.02 Analyze various careers and their job descriptions in audio and video technology, and film. ARPA01.01.04 Explain the value of having a broad general knowledge of fine arts, and cultural and regional diversity.	<p>Project management skills</p> <ul style="list-style-type: none"> • Planning and creating a portfolio • Describing the goals and uses of a portfolio • Identifying the purpose and audience for a portfolio • Organizing and managing content • Creating flowcharts <p>Design skills</p> <ul style="list-style-type: none"> • Selecting appropriate content • Designing for a specific audience and purpose • Providing consistency and accessibility • Providing universal navigation <p>Research and communication skills</p> <ul style="list-style-type: none"> • Investigating and researching career areas • Communicate information to particular audiences • Defining the goals and uses of a portfolio • Soliciting and providing feedback • Writing and editing content • Selecting the important information • Research relevant job skills and career opportunities <p>Technical Skills</p> <p>General skills</p> <ul style="list-style-type: none"> • Building a portfolio • Formatting and adding portfolio content • Updating a portfolio • Testing a portfolio 	<ul style="list-style-type: none"> • audience • flowchart • information architecture • portfolio • purpose • visualization
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.03 Demonstrate operation of video systems. ARPA01.03.04 Demonstrate video system maintenance procedures. ARPA01.03.05 Demonstrate camera operations and video signals.		
ARPA01.04 Edit audio and video productions to demonstrate basic skills in operating various elements in a production system.	ARPA01.04.02 Apply knowledge of basic editing to both linear and nonlinear systems. ARPA01.04.03 Employ knowledge of control peripherals used for editing.		
ARPA01.05 Demonstrate technical production support for audio, video, and film presentations to enhance the operation of various production systems.	ARPA01.05.05 Demonstrate how to troubleshoot audio-video system operations.		

UNIT 5: ESSENTIAL QUESTIONS

- What information may be communicated with a portfolio?
- How can we prepare a portfolio to effectively communicate the portfolio goals?
- How are audience and audience needs considered when creating a portfolio?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> ● I can describe the goals and uses of portfolios. ● I can plan and create a flowchart for a portfolio. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Activity: Planning a portfolio 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to the concept of a portfolio, its purpose, and its audience. ● Students will review the many different formats for portfolios and select a format to support their portfolio purpose and audience.
	Pacing: 2 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.01 ARPA01.03 ARPA01.04 ARPA01.05	<ul style="list-style-type: none"> ● I can research career areas in design and/or video production. ● I can select and organize content for a portfolio. ● I can write a mission statement and learning plan. ● I can create a narrative to showcase my skills. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Career research ● Performance Activity: Research and writing for design projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students research career areas and job titles in their desired career area. ● Students create a career research document and select the focus for their portfolios based on their research. ● Students research and write content for theme, purpose, and audience, specifically the following: <ul style="list-style-type: none"> ● Writing, editing, organizing, and managing content ● Communicating information to particular audiences ● Accessing, evaluating, and synthesizing content from multiple sources ● Understanding the journalistic code of ethics.
	Pacing: 1 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	
ARPA01.01	<ul style="list-style-type: none"> ● I can construct, review, redesign, and finalize a portfolio based on my flowchart. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Design project review and redesign ● Performance Activity: Presenting design projects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students engage in a formal review and redesign process to improve and expand their design skills. ● Considering the feedback, students implement any changes to their portfolios based on the results of the review. ● Students how to present their work to an audience.
	Pacing: 2 - 45 minute class periods	CCSS Connections: <ul style="list-style-type: none"> ● 	

Unit 5 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
			<ul style="list-style-type: none"> • Portfolios: Ask students to plan a portfolio that showcases their best work from all their courses. • Reflection supplement: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a website. • Reviewing audience and purpose: Looking at examples of portfolios can help students better understand the possibilities for their own designs. Have a student seminar group find examples and report to the class about the audience and purpose of each portfolio. This presentation can serve as a good introduction to the activity. • Fast finishers: For students who complete their portfolios early, have them create multiple versions, including a mobile version, of their portfolio website.
RESOURCES			
<ul style="list-style-type: none"> • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ 			

Unit 6 - Project 6: Commercials

Unit Overview

Commercials are short, stylistic, and impactful videos used to sell products, goods, services, and even political campaigns. In this project, students work with a client to create a commercial: identifying the goals, audience, and purpose for the commercial based on their client’s wishes. Students, working in teams, undergo a formal review and redesign cycle with their client and produce a final commercial that will be deployed on the web. In the process, students learn to create composited video using creative lighting techniques and special effects. You might choose to limit the scope of this project by being the client or by selecting a client in the school for each student group. Another alternative is to ask students to engage with local businesses and create a commercial for them.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.03 Explain features and uses of analog and digital audio formats.</p> <p>ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>ARPA01.02.05 Write audio scripts for various types of programs.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Creating a project plan, milestones, and roles • Identifying client needs and goals • Selecting actors • Directing actors <p>Design skills</p> <ul style="list-style-type: none"> • Designing and creating rough cuts and assembly cuts to communicate ideas to clients • Considering the technical and design impact of commercials deployed on the web • Setting up creative lighting • Compositing video • Working with chroma key sets • Using action videography 	<ul style="list-style-type: none"> • assembly cut • compositing • chroma key • final cut • keying effects • layering • masking • rotoscoping • rough cut • treatment
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Gather content and synthesize ideas for commercials • Pitching to a client • Reviewing and revising with clients • Creating a script • Reflecting on production and group process <p>Technical Skills <i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Using slow-motion and fast-motion tools • Working with keying effects 	
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to activities in the postproduction stage.</p>		

		<ul style="list-style-type: none">• Exporting to web <i>Audition</i> <ul style="list-style-type: none">• Editing audio• Applying effects to audio clips <i>After Effects</i> <ul style="list-style-type: none">• Understanding the interface• Creating animated text• Creating special video effects• Rotoscoping	
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UNIT 6: ESSENTIAL QUESTIONS

- How do we work with a client to create a commercial?
- How can we create a project plan and schedule by interviewing a client?
- How can we use compositing to create and assembly cut?
- How do we integrate motion and text animation and video special effects in our projects?
- What impact does integrated music with script have on our final product and its message?
- How can we improve our production processes using peer review and client feedback?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can work with a client to create a commercial. ● I can create a project plan and schedule from interviewing a client. ● I can collect design ideas based on client feedback and reviewing commercials and advertisements. ● I can brainstorm two ideas for the client commercial with my teammates. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to project planning, project management, and teamwork ● Performance Activity: Working with clients ● Performance Activity: Video pre-production 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to Project planning, Production phases, Project management, and Working in teams. Place students in teams of 2-3 with different strengths in visual design and technical skill. ● Students are introduced to the best practices for working with clients to help them create projects that address the client's audience, purpose, and goals. ● In preparation for the client interview, teams discuss the kind of information needed about the client's goals and target audience. Teams research the client and discuss the interview questions, then interview their clients. ● Teams review any commercials and advertisements recommended by the client. They collect design ideas as they review commercials. ● Students brainstorm two ideas for the commercial and create two treatment documents that take into account concept, scene description, and approach.
	Pacing: 4 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can create commercials by compositing. ● I can discuss how compositing and audio integration enhance the commercial. ● I can gather photographs and images to create an assembly cut. ● I can create an assembly cut to communicate a message. ● I can communicate with the client to select the final idea for the commercial. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Understanding digital photography and digital images ● Performance Activity: Editing images and graphics 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students take photographs or scan images of products, services, and people to help the client visualize the commercial. ● Students identify and create any needed assets. (Secure permissions as needed) ● Students use an assembly cut to communicate their two concept ideas to the client, using still images and assets before they spend time shooting video. ● Teams present and explain their two ideas to their client, and using client feedback, select one idea and revise their assembly cut accordingly. ● Continue this cycle until the client approves a single commercial concept.

	Pacing: 2 - 45 minute class periods	CCSS Connections: ●	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> ● I can work with clients to create a commercial. ● I can describe the benefits of chroma keys and compositing. ● I can determine if compositing or chroma keying shots should be used in their commercial. ● I can plan and complete the pre-production steps for my commercial. ● I can use Adobe Audition to edit audio and mix sound. ● I can record narration for voice overs. ● I can select and integrate music in my commercial. ● I can create a rough cut of my commercial. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to compositing and chroma keying ● Performance Activity: Editing audio with Adobe Audition ● Performance Activity: Applying Video Effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● As student teams plan their shot selections for the commercial, discuss techniques such as chroma keys and compositing that can help them create commercials and other types of video projects without being on location. ● Students determine if compositing or chroma keying shots should be used in their commercial. ● After final client approval, students complete the steps in the pre-production phase: (1) Shot list, with at least one composited video shot, (2) Script (if necessary, review the Research and scriptwriting activity), and (3) Project proposal, with talent (actors) identified, if applicable. ● Teams shoot footage and assemble any additional needed assets. ● Students learn how to edit audio and mix sound using Adobe Audition. ● Students record any necessary voiceover narration according to their scripts. ● Give students the option of creating or obtaining a musical score that fits the tone of their commercial and that they can integrate with any script dialog (voiceover narration, actor dialog, etc.) ● Students learn to speed up/reverse clips, layer clips, compositing, and masking. ● Using the footage and assets, students can edit a rough cut.
	Pacing: 5 - 45 minute class periods	CCSS Connections: ●	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> ● I can engage in peer review to provide and utilize feedback to improve my project. ● I can create video effects using Adobe After Effects. ● I can publish my commercial in a web-ready format. ● I can debrief the project and creation process with my client to propose future improvements to the process. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Design Project Review and Redesign ● Performance Activity: Getting Started with Adobe After Effects ● Performance Activity: Creating Visual Effects with Adobe After Effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students engage in a formal review and redesign process to help them improve and expand their video production skills. ● Pair student groups and conduct a review and redesign cycle of their commercials. ● Students redesign their commercials and prepare the rough cut; show the rough cut to their client and solicit feedback. ● Students learn how to create video effects, text animations, and rotoscope using Adobe After Effects.. ● Each team creates graphic and visual effects for their commercial in After Effects and finalizes their commercial. ● Students publish their commercials in web ready formats. ● Students have a client debriefing session to review the final commercial and discuss the experience.
	Pacing: 3 - 45 minute class periods	CCSS Connections: ●	

Unit 6 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
			<ul style="list-style-type: none"> • Professional video producer or advertiser: You might ask a professional video producer or advertiser to come to class and talk about creating commercials and supporting documentation, explaining how they are helpful in the production process and as a tool for communicating with the client. • Simulated clients: If the project does not involve an external client, you can take one of the following approaches: <ul style="list-style-type: none"> • Have each student team present its needs for a commercial to the class. Have the class act as a client, giving feedback and assessing the commercial. • Pair two student teams together to serve as clients for each other. • You serve as the client and give feedback to student teams. • Original visuals: Ask students to use applications such as Photoshop and Illustrator to create any still images or enhance any photos taken and used in the commercial. • Blue sky client scenario: Have each student group create an exaggerated and fun organization and product that needs to be advertised. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students to be creative and take advantage of the features and effects in Adobe Premiere Pro and After Effects. • Teacher-led client scenario: If outside clients are not available, you can be the client mimicking a local business such as a restaurant. Ask students to design an advertisement for the restaurant highlighting ways they would use the menu choices and restaurant type to persuade the audience to come to the restaurant

RESOURCES

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: <http://tv.adobe.com>.
 - For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
 - For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help.
 - For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help.
 - For an overview of the interface and for more information on the technical aspects of Adobe After Effects, see After Effects Help.
- Commercials
- The process of making a commercial includes an example of a script and storyboard for a 30-second commercial: www.videomaker.com/article/3327/.
 - Production techniques used in shooting documentaries, commercials, action events, training videos, promotional videos, and TV programs: www.videomaker.com/article/1395/.
 - This article offers tips and tricks in creating a video ad: <http://adwords.blogspot.com/2006/09/video-ads-tips-and-tricks-part-1-of-3.html>.

Unit 7 - Project 7: Mini-documentaries

Unit Overview

Documentaries attempt to represent reality rather than tell a fictional story. Documentaries are essentially nonfiction film. In this project, students work in teams to create a mini-documentary: identifying the theme, audience, and goals for a particular topic. Within each team, students manage tasks from a particular filmmaking role perspective. In the process of making a mini-documentary, students learn to create advanced motion and color effects, use audio-editing techniques, and compose a musical score. Finally, each team will present their film in a student film festival.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	<p>ARPA01.02.03 Explain features and uses of analog and digital audio formats.</p> <p>ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks.</p> <p>ARPA01.02.05 Write audio scripts for various types of programs.</p>	<p>Project management skills</p> <ul style="list-style-type: none"> • Creating a project plan, milestones, and roles • Managing tasks related to roles • Plan & manage concurrent editing by multiple editors • Planning for contingencies <p>Design skills</p> <ul style="list-style-type: none"> • Identifying documentary theme, audience, and goals • Understand image file types and resolutions for video • Using color effects in documentaries • Using motion effects in documentaries • Directing shots • Understanding impacts of visual compositions that include picture-in-picture • Using action videography 	<ul style="list-style-type: none"> • credits • keyframe interpolation • loop • music bed • nested sequences • picture-in-picture • sound effect
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.		
ARPA01.06 Design a production for audio- video presentation to acquire an understanding of the entire production process.	<p>ARPA01.06.01 Apply knowledge of the critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to</p>	<p>Research and communication skills</p> <ul style="list-style-type: none"> • Conducting research • Understanding copyright issues • Writing scripts • Conducting peer reviews • Presenting films <p>Technical Skills <i>Adobe Premiere Pro</i></p> <ul style="list-style-type: none"> • Creating transitions, borders, sepia tones, and 	

	<p>activities in the postproduction stage.</p>	<p>soft-focus effects</p> <ul style="list-style-type: none"> • Using keyframes for motion effects • Using picture-in-picture • Using a nested sequences editing technique • Creating titles and rolling credits <p><i>Audition</i></p> <ul style="list-style-type: none"> • Editing audio • Applying effects to audio clips • Using loops, music beds, and sound effects <p><i>Encore</i></p> <ul style="list-style-type: none"> • Creating a DVD 	
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UNIT 7: ESSENTIAL QUESTIONS

- How can I create a documentary that effectively conveys my intended message and information?
- How can I use text, motion, and image effects to create compelling images and video?
- How can I use peer review to improve my project?
- How does audio and sound effects improve the ability to convey the information in my documentary?
- How do we determine the format for our final product?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can create a video without being on location. ● I can apply text effects, motion effects, and image effects. ● I can use nested sequence, picture-in-picture, beveled edges, and shadows to create compelling stills for sequencing. ● I can use 3D and keyframe manipulation to create my video. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Introduction to compositing and chroma keying ● Performance Activity: Applying video effects 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students are introduced to the project goals for creating a documentary. ● Students use chroma keying and compositing to create video projects without needing to be on location. ● Students use separate nested sequences, breaking projects into segments they can edit concurrently to create challenging effects. ● Students use picture-in-picture, beveled edges and shadows, and other special effects to create compelling still images for use in their mini-documentaries. ● Students should use 3D effects and keyframe manipulation to create motion effects.
	Pacing: 4 - 45 minute class periods	CCSS ELA & Math Connections: <ul style="list-style-type: none"> ● 	
ARPA01.02 ARPA01.03	<ul style="list-style-type: none"> ● I can engage in peer review to solicit and provide feedback to improve my project. ● I can confirm and reschedule my project deadlines if needed. ● I can create a rough cut. ● I can describe the impact and process of creating audio effects and soundtracks for video projects. ● I can edit, use audio-effect, and scoring techniques in Audition. ● I can create a soundtrack for my mini-documentaries. ● I can use text in a video project and create supers, titles, and credits. 	Summative Assessment <ul style="list-style-type: none"> ● Performance Activity: Design project review and redesign ● Performance Activity: Creating soundtracks and adding sound effects ● Performance Activity: How to create supers, titles and credits 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> ● Students engage in a formal review and redesign process to help them improve and expand their video production skills. ● Students confirm they can still make all project proposal deadlines. Re-address deadlines if they will not be able to meet them. ● Students use their footage and assets to create a rough cut of the documentary. ● Teams apply audio effects to the audio from their footage. ● Students use the available loops, music beds, and sound effects in Adobe Audition to create a soundtrack for their mini-documentaries. ● Teams create rolling credits and any other supers and titles for their documentary films. ● Teams create the final cut of their mini-documentary.

	Pacing: 3 - 45 minute class periods	CCSS Connections: •	
ARPA01.02 ARPA01.03 ARPA01.05	<ul style="list-style-type: none"> • I can work in teams to create a short documentary. • I can identify the documentary theme, audience, and goals. • I can create a DVD and export a web-ready format for the documentary. 	Summative Assessment <ul style="list-style-type: none"> • Performance Activity: Exporting video • Creating DVDs with Encore 	Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Students export their videos to DVD format and create a single-menu DVD by using Encore. • Students export their videos in a web-ready format. • The class will conduct a film festival. As a class, define the awards categories and create an awards list with criteria for each category. • Each team screens their documentary for the class. At the conclusion of the film, each student completes an award sheet for that documentary. Collect the award sheets and hold a class ceremony honoring each of the films.
	Pacing: 2 - 45 minute class periods	CCSS Connections: •	

Unit 7 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
			<ul style="list-style-type: none"> • Ancillary materials: After students have completed their mini-documentaries, have them design and create other materials they might need to promote the films, such as a short movie trailer. • Cross-curricular extension: Work with a content area teacher (for instance, science, English, or social studies) and support the teacher and students as they create a documentary film as a class project in that subject.
RESOURCES			
<ul style="list-style-type: none"> • To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com. • For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/ • For an overview of the interface and for more information on the technical aspects of Adobe Premiere Pro, see Premiere Pro Help. • For an overview of the interface and for more information on the technical aspects of Adobe Audition, see Audition Help. • For an overview of the interface and for more information on the technical aspects of Adobe After Effects, see After Effects Help. 			

Documentaries

- Documentary Film 101: http://documentaries.about.com/od/introtodocumentaries/Documentary_Film_101.htm
- Advice on directing and fundraising for a documentary film: www.creativehat.com/Filmmaking/a020501a.htm
- Shooting tips for making a documentary: www.dvworkshops.com/newsletters/shootingdynamicdoc.html#article2
- Free access to documentaries: www.snagfilms.com/

[Final Project: Portfolio \(End-of-Semester\)](#)

Project Overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use portfolios to showcase their work when applying for a job, pitching to clients, or applying for higher education. Traditionally a portfolio is a book containing design samples. Portfolios can also be electronic, easily and quickly sharing a designer’s work with anyone in the world. In this project, students create the elements of a portfolio that features work they have completed and work to be completed, concentrating on a particular career area. As students create their portfolios, they plan, implement, and test their designs; students then reflect on and evaluate their work.

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
ARPA01.02 Employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.02.03 Explain features and uses of analog and digital audio formats. ARPA01.02.04 Illustrate the techniques required for synchronization of an audio with video and multiple sound tracks. ARPA01.02.05 Write audio scripts for various types of programs.	Project management skills <ul style="list-style-type: none"> • Planning and creating a portfolio • Describing the goals and uses of a portfolio • Identifying the purpose and audience for a portfolio • Organizing and managing content • Creating flowcharts Design skills <ul style="list-style-type: none"> • Selecting appropriate content • Designing for a specific audience and purpose • Providing consistency and accessibility • Providing universal navigation Research and communication skills <ul style="list-style-type: none"> • Investigating and researching career areas • Communicating information to particular audiences • Defining the goals and uses of a portfolio 	<ul style="list-style-type: none"> • audience • flowchart • information architecture • portfolio • purpose • visualization
ARPA01.03 Employ knowledge related to equipment use and skills related to video production to demonstrate an understanding of the basic tools used in this pathway.	ARPA01.03.06 Employ knowledge of computer-based development in video production and editing, with an emphasis on digital technology.		
ARPA01.06 Design a	ARPA01.06.01 Apply knowledge of the		

<p>production for audio- video presentation to acquire an understanding of the entire production process.</p>	<p>critical elements in designing a production to activities in the pre-production stage.</p> <p>ARPA01.06.02 Apply knowledge of the critical elements in designing a production to activities in the production stage.</p> <p>ARPA01.06.03 Apply knowledge of the critical elements in designing a production to activities in the postproduction stage.</p>	<ul style="list-style-type: none"> • Soliciting and providing feedback • Writing and editing content • Selecting the important information • Research relevant job skills and career opportunities <p>Technical Skills</p> <p>General skills</p> <ul style="list-style-type: none"> • Building a portfolio • Formatting and adding portfolio content • Updating a portfolio • Testing a portfolio 	
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UNIT 8: ESSENTIAL QUESTIONS

- What information may be communicated with a portfolio?
- How can we prepare a portfolio to effectively communicate the portfolio goals?
- How are audience and audience needs considered when creating a portfolio?
- How can I best showcase my skills and talent with a portfolio?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy & CCSS Connections	Common Learning Experiences and Assessments
ARPA01.03	<ul style="list-style-type: none"> • I can describe the goals and uses of portfolios. • I can plan and create a flowchart for a portfolio. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Performance Activity: Activity: Planning a portfolio 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students review the concept of a portfolio, its purpose, and its audience. • Students select a format to support their portfolio purpose and audience.
	Pacing: 2 - 45 minute class periods	<p>CCSS ELA & Math Connections:</p> <ul style="list-style-type: none"> • 	
ARPA01.01 ARPA01.03 ARPA01.04 ARPA01.05	<ul style="list-style-type: none"> • I can research career areas in design and/or video production. • I can select and organize content for a portfolio. • I can write a mission statement and learning plan. • I can create a narrative to showcase my skills. 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Performance Activity: Career research • Performance Activity: Research and writing for design projects 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Students research career areas and job titles in their desired career area. • Students create a career research document and select the focus for their portfolios based on their research. • Students research and write content for theme, purpose, and audience, specifically the following: <ul style="list-style-type: none"> • Writing, editing, organizing, and managing content • Communicating information to particular audiences • Accessing, evaluating, and, synthesizing content from multiple sources • Understanding the journalistic code of ethics.

	Pacing: 3 - 45 minute class periods	CCSS Connections: •	
ARPA01.01	• I can construct, review, redesign, and finalize a portfolio based on my flowchart.	Summative Assessment • Performance Activity: Design project review and redesign • Performance Activity: Presenting design projects	Mandatory Lessons/Activities: • Students engage in a formal review and redesign process to improve and expand their design skills. • Considering the feedback, students implement any changes to their portfolios based on the results of the review. • Students create any additional summaries or written elements and build any design elements for their portfolios, with Photoshop and Illustrator, using the various techniques they have learned. • Students present their work to an audience.
	Pacing: 2 - 45 minute class periods	CCSS Connections: •	

Unit 8 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
			<ul style="list-style-type: none"> • Portfolios: Ask students to plan a portfolio that showcases their best work from all their courses. • Reflection supplement: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a website. • Reviewing audience and purpose: Looking at examples of portfolios can help students better understand the possibilities for their own designs. Have a student seminar group find examples and report to the class about the audience and purpose of each portfolio. This presentation can serve as a good introduction to the activity. • Fast finishers: For students who complete their portfolios early, have them create multiple versions, including a mobile version, of their portfolio website.
RESOURCES			
For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/			