Grades 9-12 Technology
Multi-Media Production

Introduction to Multimedia

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

3. Know that the one true God, our Creator and Lord, can be known with certainty from His works, by the natural light of human reason (CCC 47).

7. Understand that faith is a gift from God (CCC 552).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

d. identify trends and forecast possibilities.

Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

d. transfer current knowledge to learning of new technologies.

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OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This unit acts as an introduction to multimedia. Students will learn a brief history of the evolution of multimedia as well as the various ways in which multimedia is delivered. Students will also examine the future of multimedia within a global lens.

Unit Goals

1. Students will compare and contrast the different mediums of multimedia.
2. Students will investigate the history of multimedia.

Big Ideas

1. history of multimedia
2. methods of multimedia

Enduring Understandings

1. Multimedia enables people to communicate ideas in a variety of forms.
2. Multimedia is always evolving.

Content

1. video delivery methods
2. audio delivery methods

Skills

1. Analyze and synthesize information from multiple sources.
2. Compare and contrast the various forms of multimedia communication models.
3. Graphically organize information in a logical way.
4. Define common multimedia terms.
5. Formulate a description of the primary multimedia delivery systems.
6. Describe several different environments in which multimedia can be used and several different aspects of multimedia that provide a benefit over other forms of information presentation.
7. Cite the history of multimedia and note important projected changes in the future of multimedia.
8. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations.
9. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Essential Questions

1. What are the various mediums of multimedia?
2. What drives the evolution of multimedia?

Stage 2: Assessment Evidence

Discover Multimedia

Formative: Technology Project

Students will work collaboratively in pairs to research the various ways multimedia is used to communicate effectively. They will present their findings to the class.

Multimedia timeline

Summative: Graphic Organizer

Students will create a timeline that documents the evolution of multimedia. Students should include a prediction of how they see multimedia in the future.

Stage 3: Learning Plan

Learning Experiences

1. **Collaborative Learning:** In pairs students can research various multimedia methods and present their findings to the class.
2. **Concept Mapping:** Students can record the evolution of multimedia using concept mapping design.
3. **Explicit Teaching:** Students can gain knowledge necessary to understand the evolution of multimedia by taking notes on teacher instruction.
4. **Presentation Skills**: Students can use presentation software to present their research findings.

Technology Integration

1. Internet browsers
2. computer hardware
3. online research databases

Resources

INFOhio--The source for academic databases.

Various presentation software products such as PowerPoint or Prezi can be used for presenting research findings.

Various websites or templates including the ones listed below can be used for creating concept maps.

Resources

* What is Multimedia? (<http://www.cs.cf.ac.uk/Dave/ISE_Multimedia/node10.html>)

Grades 9-12 Technology
Multi-Media Production

Audio

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

7. Understand that faith is a gift from God (CCC 552).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

7. Comprehend that the musical tradition of the universal Church is a treasure of great value (CCC 1156).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

b. create original works as a means of personal or group expression.

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. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. develop cultural understanding and global awareness by engaging with learners of other cultures.

Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

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.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

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OH Grades 11-12 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This unit covers the basics of audio pre-production, production, and post-production goals. Students will learn audio-related vocabulary, software tools, and other resources to be proficient in the art of audio and recording. Students will create Public Service Announcement (PSA) podcasts.

Unit Goals

1. Students will understand the importance of audio in multimedia productions.
2. Students will understand the principles of sound recording.
3. Students will create an original podcast that focuses on a social justice issue centered in Catholic teaching.

Big Ideas

1. principles of sound recording
2. podcasts

Enduring Understandings

1. Audio is an important component to multimedia production, but it can also exist as its own form of independent media.

Content

1. script
2. podcast
3. Public Service Announcement (PSA)
4. podcast features
5. podcast software

Skills

1. Construct an audio script for a Public Service Announcement.
2. Edit podcast scripts.
3. Record a podcast based on a prewritten script
4. Critique peer podcasts.
5. Identify steps in audio recording procedure.
6. Publish podcast to an online medium.
7. Critique a podcast.

﻿﻿﻿﻿

Essential Questions

1. How are podcasts emerging as a globalized means of communication?
2. What elements make an effective podcast?

Stage 2: Assessment Evidence

Podcast Critique

Formative: Writing Assignment

Students will choose a podcast on a subject, approved by the teacher, in which they are interested. They will listen to this podcast and critique it according to an established set of criteria.

Podcasting Script

Formative: Writing Assignment

Students will develop a script to guide the podcasting PSA summative assignment, which they will create and submit digitally. They will use a multiple draft writing procedure with peer review to insure students produce the best possible option.

Sound Editing Assignment

Formative: Technology Project

Students will edit a variety of teacher provided sounds clips to master skills of audio editing. Students will learn skills such as changing audio levels, trimming audio clips, etc.

PSA Podcast

Summative: Technology Project

Students will record a PSA podcast using the appropriate technological tools. Time should allow for presentation of the podcast and peer review.

Stage 3: Learning Plan

Learning Experiences

1. **Brainstorming:** Students can brainstorm to reflect on possible ideas for the subject of their PSA (Public Service Announcement). An alternative approach to brainstorming called Anticonventional Thinking (ACT) can be used. See the link in the Resources section below for an explanation of ACT.
2. **Reflective Discussion:** Students can listen to a podcast in class that has been pre-selected by the teacher. After listening to the podcast, the class can reflect upon and discuss the pros and cons.
3. **Concept Attainment:** Students can choose a podcast on a teacher-approved subject in which they are interested. After listening to the podcast, they will identify the essential attributes of the podcast and critique the podcast based on concepts already learned in class.
4. **Writing to Inform:** Students will create a script for a PSA (Public Service Announcement) that will give them an opportunity to orally express their ideas and understandings about a chosen subject before being expected to convey that information in the form of a podcast.

Technology Integration

1. audio editing tools
2. USB microphones
3. audio converter software

Resources

* Ford Media Design Curriculum (<http://dma.edc.org/course/foundations-media-and-digital-design>)

Grades 9-12 Technology
Multi-Media Production

Photo Enhancements

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

4. Understand that God invites us to intimate communion with himself (CCC 54).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

Life in Christ

Students will be able to

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

The Celebration of the Christian Mystery

Students will be able to

8. Know that sacred images represent Christ (CCC 1159).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

b. create original works as a means of personal or group expression.

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. Students:

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

d. contribute to project teams to produce original works or solve problems.

Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

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OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit covers photography-related artistic norms. Design guidelines, shot styles, techniques, and editing are explored in depth during this unit. Students use Photoshop or similar photo editing software to manipulate pictures. They will also use software, such as Photoshop or Illustrator, to create a storybook for lower elementary students.

Unit Goals

1. Students will use imagery to shape reality.
2. Students will communicate ideas using imagery.

Big Ideas

1. photo editing
2. creativity
3. photography as a communication tool

Enduring Understandings

1. Photo manipulation contributes to and detracts from reality.
2. Visual imagery is essential for storytelling.

Content

1. photo editing software
2. photo editing tools
3. design principles
4. photo manipulation

Skills

1. Identify the various photo editing tools available and their various applications.
2. Design unique photos that have been edited using photo editing software.
3. Create unique images using cameras and photo editing software.
4. Write informative texts.
5. Produce clear and coherent writing.
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Questions

1. How can photography serve as a means of global communication?
2. How does photo editing serve as a means to create original content?
3. In what ways is photography a communication tool?
4. In what ways is technology artistic?

Stage 2: Assessment Evidence

Photo Manipulation Skills

Diagnostic: Technology Project

Students will be given a list of tasks to perform using photo manipulating software in order to gauge their level of skill.

Telling a Story Using a Storybook

Formative: Writing Assignment

Students will construct the characters and plot for their fictional storybook. If a students prefers, he/she can write a non-fictional storybook. Students will be assessed on the written content, plot and message of their storybooks.

Storybook Images

Formative: Technology Project

Students will be assessed on the images they create to put into their storybooks.

Storybook Project

Summative: Technology Project

Students will create a digital or printed storybook for grade school children.

Stage 3: Learning Plan

Learning Experiences

1. **Drill and Practice:** Students explore photography skills after a mini lesson by taking pictures with the various shots or techniques they were taught during the lesson.
2. **Graphic Organizers**: Students will be given an image and software to use and several criteria to meet in order to determine the level of their photo manipulation skills.
3. **RAFT**: As part of writing and literacy integration**,** students will understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content using RAFT. RAFT is an acronym that stands for:

**R**ole of the Writer Who are you as the writer? Are you Sir John A. Macdonald? A warrior? A homeless person? An auto mechanic? The endangered snail darter?

**A**udience To whom are you writing? Is your audience the Canadian people? A friend? Your teacher? Readers of a newspaper? A local bank?

**F**ormat What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

**T**opic + strong verb Whats the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

1. **Picture Books and Illustrator Studies**: Students will determine how they want to illustrate the storybooks they are creating. Using photo manipulating software, they will create the images to use in their storybooks.
2. **Picture Books and Illustrator Studies:** Students will combine words with pictures to produce the final project, which is a child's storybook.

Technology Integration

1. Photoshop
2. Pixlr: online photo editing software
3. digital cameras

Resources

1. photo manipulating software
2. word processing software
3. digital photography equipment
4. stock images

Resources

* Free Online Images (<http://www.freedigitalphotos.net/images/search.php?search=online>)

Grades 9-12 Technology
Multi-Media Production

Video Pre-Production

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

8. Know that sacred images represent Christ (CCC 1159).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

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. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

d. contribute to project teams to produce original works or solve problems.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

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OH Grades 11-12 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit serves as the introduction to a three-unit project addressing the pre-production, filming, and post-production requirements of the final project. The project will be divided in three segments in order to more specifically address each stage. In this unit, students will perform a series of steps necessary to prepare them to film their documentary.

Unit Goals

1. Students will create a storyboard and script that guides the process for their documentary filming.
2. Students will apply audio script-writing concepts to video.
3. Students will construct a plan to shoot their video.

Big Ideas

1. steps in the video production process
2. relationship between pre-production, production and post-production
3. storyboarding

Enduring Understandings

1. Planning for a project is just as important as production.
2. The end result relies heavily on the time and energy that was put into the preparation.

Content

1. storyboarding concepts
2. video crew
3. video production software
4. script
5. production process
* keyword term search list
* research
* research result analysis
* storyboarding
* set design needs analysis
* pre-interviews, permissions, and waivers
* briefing the talent
* costume

Skills

1. Understand how to assemble a video crew and the roles of each person.
2. Outline the steps in the production process.
3. Create production timelines and deadlines.
4. Classify filming locations, workplace environments, and expectations.
5. Develop effective scriptwriting skills.

Essential Questions

1. Why is the pre-production process so integral to film?
2. How can pre-production done well ease the burden of the production process?

Stage 2: Assessment Evidence

Film Process Diagnostic

Diagnostic: Diagnostic

Students will be assessed on their knowledge of the steps of the filming process as a whole. This assessment will serve as guide for the instructor.

Video Storyboard

Summative: Technology Project

Students will create a storyboard and script outline that will represent the flow of the group's documentary video.

Research Plan

Summative: Report

Students conduct research using a research cycle (research plan, keyword term search list, research, research result analysis) in order to formulate a plan consisting of the following pieces: Research Plan Keyword term search listResearchResearch result analysisStoryboardingSet design needs analysisPre-interviews, permissions, and waiversBriefing the talentCostume

Stage 3: Learning Plan

Learning Experiences

1. **Research Project:** Students conduct research using a research cycle (research plan, keyword term search list, research, research result analysis) in order to create a formal plan consisting of the following pieces:
2. **Keyword Term Search List:** Students create a keyword search list; they mark and label the growth of their searches as they alter their research as a growing piece of their research plan.
3. **Research Result Analysis:** Using the compilation of research notes presented in order, students can craft a thesis and begin to build their plot. This analysis can be developed using a written paper analysis or can be organized using a graphic organizer.
4. **Pre-Interviews/Talent Identification:** Students will need to complete pre-interviews to better direct or outline their project**.**
5. **Storyboarding:** In this drafting and planning portion of the video process, students take research result analysis and begin to build out the scenes and shot lists in a storyboard format.
6. **Set Design Needs Analysis:** Students add another piece to the research plan in order to develop the necessary set design (a challenge when writing a documentary). The students evaluate, create backup plans, or best case scenarios for the scenes they'd like to attempt to capture.
7. **Comprising Permissions and Waivers:** Often filming a documentary calls for certain permissions or waivers. While the students won't need to write extensive documents using legalese, they will need to compose basic waivers to provide to the "talent" or filming locations.
8. **Briefing the Talent:** Composing pre-interviews within a few days of the shoot will allow the producers to prepare and direct the focus of the documentary without driving the outcome of the documentary. This experience can be filmed, recorded, or scripted for submission to the research plan.
9. **Costume:** Particular attention must be paid to the clothes worn by the talent and worn by the bystanders. The students must focus on the extra pieces that may or may not take away from the focus of the documentary. This piece must be added into the research plan.

Technology Integration

1. web tools
2. Internet browsers
3. word processors

Resources

* Online Storyboarding (<http://www.storyboardthat.com/>)

Grades 9-12 Technology
Multi-Media Production

Video Production

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

7. Comprehend that the musical tradition of the universal Church is a treasure of great value (CCC 1156).

8. Know that sacred images represent Christ (CCC 1159).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

b. create original works as a means of personal or group expression.

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. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

b. plan and manage activities to develop a solution or complete a project.

Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

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OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

OH Grades 9-10 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

During this unit each student will experience production protocols in order to take part in the creation of the final video product. Knowledge gained during the previous units will be used in order to effectively perform all tasks related to filming a documentary. Students will work in groups but play very official and important roles as they transition into the production phase of this three-unit project.

Unit Goals

1. Students will apply concepts of the pre-production to the video production process.
2. Students will create unique video footage that will help craft a documentary film.

Big Ideas

1. relationship between video pre-production and production
2. video production

Enduring Understandings

1. The production of a video can be challenging and takes flexibility, open-mindedness, and collaboration.
2. Shot selection, as well as the actual content filmed, helps communicate the message of the film.

Content

1. filming techniques
2. setting up shots
3. filming crew
4. documentary

Skills

1. Recognize production timelines and deadlines.
2. Evaluate the quality of material produced.
3. Recognize filming locations, workplace environments expectations, and deadlines.
4. Transfer filming pre-production expectations into the filming experience.
5. Identify expectations of filming crew and adhere to them in a professional manner.
6. Formulate production and filming schedule and timeline.
7. Collaborate with peers.
8. Communicate ideas and information effectively.
9. Understand and use technology systems.
10. Select and use applications effectively and productively.
11. Troubleshoot systems and applications.
12. Initiate and participate effectively in a range of collaborative discussions.
13. Come to discussions prepared, having read and researched material under study.
14. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
15. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.
16. Propel conversations by posing and responding to questions.
17. Make strategic use of digital media.

Essential Questions

1. How does the choice of shot help communicate the message?
2. What outside influences can create obstacles during the filming of a video?

Stage 2: Assessment Evidence

Types of Camera Shots Quiz

Formative: Quiz

Students will be assessed on their knowledge of the types of camera shots.

Documentary Film

Summative: Technology Project

Students will work in groups to complete the documentary film assignment.

Stage 3: Learning Plan

Learning Experiences

1. **Independent Study for Storyboarding Review:** Students review for their Camera Shots Quiz by analyzing their own storyboard to review their shot styles. Students can evaluate and tally their styles of shots and change their shot plan based upon the diversity of the shot patterns.
2. **Cooperative Learning Groups for Production Action Stages:**

**Morning Meeting Calendar:** Students create a calendar to judge and validate their objectives as they film the documentary.

**Filming Daily Goal and Debriefing**: Each and every filming day must be discussed and will map out the needs of the following filming dates.

**Previewing Film**: Two to three times throughout the filming process, the videographer and the producer should take a look at the quality of their shots. They should consider consistency and refer back to the storyboard to evaluate and reflect upon their filming goals. If the project is filmed in one day, the previewing process should be done at least once prior to the completion of the filming.

**Filming:** Students produce and videotape using the storyboard as a guideline.

**File Exportation**: Students transfer or upload the film files effectively in order to move into post-production.

**Wrap Up!**: Producers share positive outcomes of the filming process, reflect on any challenges they faced, and offer thanks to the "talent" and other resources that made filming possible

Technology Integration

1. video cameras
2. editing software

Resources

1. iMovie
2. Windows Movie Maker
3. WeVideo
4. Adobe Premier Pro
5. Adobe Final Cut Pro

Resources

* Shot Types (<http://www.mediacollege.com/video/shots/>)

Grades 9-12 Technology
Multi-Media Production

Video Post-Production

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

The Celebration of the Christian Mystery

Students will be able to

7. Comprehend that the musical tradition of the universal Church is a treasure of great value (CCC 1156).

8. Know that sacred images represent Christ (CCC 1159).

Christian Prayer

Students will be able to

1. Practice Christian prayer, which is a covenant relationship between God and man in Christ (CCC 2564).

Targeted Standards

ISTE All Grades ISTE: Educational Technology (2007) - OBSOLETE

ISTE Standards for Students

Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

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. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

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.

d. exhibit leadership for digital citizenship.

Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

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ISTE ISTE-S: Grades 912 ISTE-S: Student Profiles - OBSOLETE

for Technology (ICT) Literate Students

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 912 (ages 1418):

3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)

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OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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Summary

This is the last phase of the three-unit documentary project. In this unit, students focus on the skills necessary to edit and finalize their documentaries.

Unit Goals

1. Students will edit video clips in a non-linear format to create an original documentary piece.
2. Students will analyze their project at different stages and make adjustments accordingly.

Big Ideas

1. peer review
2. self-reflection
3. editing
4. file attributes

Enduring Understandings

The post-production piece of a project makes a lasting impact through the reflective nature of editing and evaluation.

Content

1. video editing software
2. peer critique skills
3. video transitions, such as cut, case, wipe, mix, fade, cross fade
4. digital effects, such as color replacement, animated effects, pixelization, focus drops, lighting effects
5. post-production workflow, such as importing footage, organizing edit, syncing sound workflow, editing commands, mixing audio, grading footage, publishing video to web
6. composite
7. story arc
8. soundtrack
9. title
10. credits
11. creative risk
12. continuity

Skills

1. Evaluate the quality of material produced.
2. Critique the work of a peer using the project rubric and the post-production standards.
3. Create and manage deadlines.
4. Compare and contrast editing styles and tools.
5. Develop mastery in the continuity of a given project.
6. Initiate and participate effectively in a range of collaborative discussions.
7. Come to discussions prepared, having read and researched material under study.
8. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
9. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.
10. Propel conversations by posing and responding to questions.
11. Make strategic use of digital media.
12. Use video editing software effectively.
13. Incorporate video transitions effectively.
14. Incorporate digital effects professionally.

Essential Questions

1. What makes a video project successful?
2. Why is self-reflection so important?

Stage 2: Assessment Evidence

Editing Tools Quiz

Formative: Quiz

Students will be quizzed on the different types of editing tools and their purpose.

Final Film Project (Groups)

Summative: Technology Project

Students will edit their filmed clips using their chosen software into a linear story featuring all elements of multimedia. The film will then be presented to the class and reviewed by their peers.

Stage 3: Learning Plan

Learning Experiences

1. **Cooperative Learning Groups for Video Post-Production:** Working in cooperative groups, students complete the following steps in the post-production process.
2. **Title/Identity Screens:** Students create title/identity screens for their productions.
3. **Film Edits using Software Mini Lesson:** Students follow mini lessons explaining various aspects of the software used for film editing**.**
4. **Film Edits using Software Independent Practice:** Students edit their film using software tools.
5. **Transitions:** Students create transitions that add fluidity and purpose for various shots in the documentary.
6. **Music:** Students add music or soundtracking for various parts of the story to share meaning and add to the goals of the documentary. The music can be created or simply added in order to set the tone of the film or a particular scene.
7. **Previewing:** Previewing the film is an important piece of what the producer must complete prior to the "debut." The students must make sure that there aren't any outstanding problems or additional edits that need to take place. This should be done multiple times before the project is complete.
8. **Peer Critique:** Students show their documentary to their peers, ensuring that they receive good feedback. Students will complete a post-production rubric for their peers as a way to format their feedback.

Technology Integration

1. video editing software
2. audio editing software
3. video player
4. YouTube channel

Resources

1. iMovie
2. Windows Movie Maker
3. WeVideo
4. Adobe Premier Pro
5. Adobe Final Cut Pro

Resources

* OSBA Student Video Contest (<http://www.ohioschoolboards.org/osba-student-video-contest-5>)