
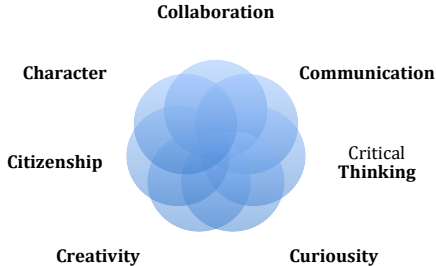


<b>Content Area: Technology</b>	<b>Grade: 9-12</b>
<b>Course Name: Environmental Video Production</b> 	<b>R14 The Seven Cs of Learning</b> 
<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>
<ul style="list-style-type: none"> <li>Unit 1 Camera Techniques</li> </ul>	2 weeks (Quarter )
<ul style="list-style-type: none"> <li>Unit 2 Video/Audio Editing</li> </ul>	2 weeks (Quarter )
<ul style="list-style-type: none"> <li>Unit 3 Hosting</li> </ul>	1 weeks (Quarter )
<ul style="list-style-type: none"> <li>Unit 4 Interviewing</li> </ul>	1 weeks (Quarter )
<ul style="list-style-type: none"> <li>Unit 5 Documentary Film.</li> </ul>	2 weeks

• Unit 6 Habitat Videography	2 weeks
• Unit 7 Television Production	2 weeks
• Unit 8 Video Project...	5 weeks



Strands	Grade Level Expectations
DVP.01	Video Production Skills: Understand video production as a communication tool and the equipment and skills required to properly communicate a message.
DVP.05	Production: Identify and describe the elements of production to effectively deliver a message.
DVP.05	Cinematic Principles: Describe and apply fundamental camera operations, movement, and composition.

DVP.06	Post-Production: Identify and describe the elements of post-production to effectively deliver a message.
DVP.07	Media Components and Concepts: Identify and understand the technological Literacy of video production.

<b>Unit Title</b>	Camera Techniques	<b>Length of Unit</b>	2 weeks and continues through duration of course.
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<b>Inquiry Questions (Engaging-Debatable):</b>	What makes a nature video entertaining? What holds an audience's attention? What techniques are used to create films?
<b>Unit Strands and Standards</b>	DVP.05 Cinematic Principles: Describe and apply fundamental camera operations, Movement, and composition DVP.05.01 Describe white balance, iris, aperture, auto and manual focus, audio settings, and levels in camera operations. *(E18) Describe dolly, truck, pan, and tilt as it relates to camera movements. *(E19) Describe the following methods of stabilization: tripod, monopod, slider, steady cam, fluid head, friction head, and dolly. *(E20)
<b>Concepts</b>	Fundamentals of camera recording strategies including terminology and basic functions of recording.
<b>Key Vocabulary</b>	Framing, tripod, monopod, backlight, pan, tilt, optical zoom, digital zoom, Wide shot, close-up, establishing shot, rule of thirds, head room, lead room, talk space, extreme close up, close up, medium, medium wide, wide, extreme wide, and depth of field, shot composition.

<b>Unit Title</b>	Camera Techniques	<b>Length of Unit</b>	2 week and continues through duration of course.
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>Video production jargon and how it relates specifically to camera operation</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to record video footage that includes proper framing, steady pans, zooms, and tilts.</li> <li></li> </ul>

<b>Assessments:</b>	Terminology assessment (paper delivered) Self Assessment of video footage Teacher Assessment of camera technique
<b>Teacher Resources:</b>	Video cameras & production equipment.  Video samples

<b>Unit Title</b>	Nonlinear video editing	<b>Length of Unit</b>	2 weeks and continues through duration of course.
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<b>Inquiry Questions (Engaging- Debatable):</b>	How do you take material and put it into digital form? How do you use editing to enhance and deliver content? How do you use editing software?
<b>Unit Strands and Standards</b>	<u>DVP.06</u> <u>Post</u>

	<p>=  <u>Production: Identify and describe the elements of post</u></p> <p>=  <u>production to effectively deliver a message.</u></p> <p><u>DVP.06.01</u>  <u>Create graphics and titles appropriate to the project.</u>  <u>*(F22)</u></p> <p>DVP.06.02 Describe play head, timeline, bin, multiple tracks, trimming, and edit points within nonlinear video editing. *(F23)</p> <p>DVP.06.03 Describe and apply import, file, and asset management. *(F24)</p> <p>DVP.06.04 Edit and finalize images and video for rough cut, transitions, color correction, keying, and pacing with nonlinear software. *(F25)</p> <p>DVP.06.05 Edit audio for voice over, sound levels, music, and sound effects with application software. *(F26)</p>
<b>Concepts</b>	Fundamentals of nonlinear computer editing will be explored including importing, manipulating, and exporting recorded video material.
<b>Key Vocabulary</b>	nonlinear editing, linear editing, cuts, transitions, fader, dissolve, effect filters, compression, exporting, titles, decibels, timeline, preview monitor, project monitor, keying, color correction, contrast.

<b>Unit Title</b>	Nonlinear Editing	<b>Length of Unit</b>	2 weeks and continues through duration of course.
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<b>Critical Content:</b> My students will Know...	<b>Key Skills:</b> My students will be able to (Do)...
<ul style="list-style-type: none"> <li>Standard nonlinear editing procedures and terminology</li> </ul>	<ul style="list-style-type: none"> <li>Edit raw video content into seamless units by using editing techniques that present clear visuals and combines audio, video, and graphics to give clear information.</li> </ul>

<b>Assessments:</b>	Formative assessment of students using editing software. Terminology assessment. Practical assessment of final video edits.
<b>Teacher Resources:</b>	Adobe CS6 tutorials & Finalcut Pro tutorials

<b>Unit Title</b>	Hosting on camera	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>What do Television hosts do to keep audiences interested in content?</li> <li>What speaking/presentation techniques are important for delivering a message on camera?</li> </ul>
<b>Unit Strands and Standards</b>	DVP.04.02 Describe the various types of sound equipment and techniques used with handheld, lavalier,shot gun, condenser, omni and directional methods.*(D15)
<b>Concepts</b>	Students will practice on-camera hosting. Students will speak to the camera delivering message to audience clearly and articulately.
<b>Key Vocabulary</b>	Posture, host, image vectors, eye contact, teleprompter, script, blind-self, rate of speech, jargon, shotgun microphone, lavalier microphone

<b>Unit Title</b>	Hosting on Camera	<b>Length of Unit</b>	3 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What camera and video equipment and techniques to use to record a hosting segment effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Properly set up audio equipment to record sound.</li> <li>• Properly prepare a script for on air recording.</li> <li>• Use video equipment and and production technique to record video image effectively.</li> </ul>

<b>Assessments:</b>	Students will self assess the quality of audio, video, script, and production value of their work. - Teacher will assess student work against rubric for target goals.
<b>Teacher Resources:</b>	Youtube - National Geographic, Nature

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>What camera and video equipment and techniques to use to record a hosting segment effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Properly set up audio equipment to record sound.</li> <li>Properly prepare a script for on air recording.</li> <li>Use video equipment and and production technique to record video image effectively.</li> </ul>

<b>Assessments:</b>	Students will self assess the quality of audio, video, script, and production value of their work. - Teacher will assess student work against rubric for target goals.
<b>Teacher Resources:</b>	Youtube - National Geographic, Nature

<b>Unit Title</b>	Interviewing	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• What must a director do to effectively interview a subject?</li> <li>• What production techniques will best enhance the information recorded during an interview?</li> </ul>
<b>Unit Strands and Standards</b>	DVP.03.06 - Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials. *(C13)
<b>Concepts</b>	Students will practice interviewing guests on camera. Essential questions included are: Where should I place my guest? What questions should I ask? How will I get my guest to speak clearly? What camera angles should be used? What b-roll will correspond to my guest?
<b>Key Vocabulary</b>	Three-point lighting, key light, fill light, back light, framing, ambience, shotgun microphone, lavalier microphone, b-roll, a-roll, lead room

<b>Unit Title</b>	Interviewing	<b>Length of Unit</b>	2 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• How to position subject and equipment to record effective interview.</li> <li>• How to ask questions and direct guest to providing full responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Record an interview of a guest with effective production technique including video and audio.</li> <li>• Edit the footage into a coherent video including b-roll to match subject matter.</li> </ul>

<b>Assessments:</b>	Peer-to-peer critiques, teacher evaluation, self reflection
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<b>Teacher Resources:</b>	NHS staff members to be interviewed, production equipment, video samples
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<b>Unit Title</b>	Documentary Filmmaking	<b>Length of Unit</b>	2 week
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>- What is the goal of documentary film?</li> <li>- How does a director's opinion or production technique influence the message of a documentary film?</li> </ul>
<b>Unit Strands and Standards</b>	<u>DVP.03.01 Identify a target audience and design an appropriate message for the target Market. *(C8</u>
<b>Concepts</b>	Students will reflect on the various types of documentary film and reflect on which genre is most effective for particular target audiences and most effective for delivering particular content.
<b>Key Vocabulary</b>	Reflexive, expository, observational, performative, participatory documentary, cinema verte, narration, natural audio, ambient sound

<b>Unit Title</b>	Documentary	<b>Length of Unit</b>	2 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● How various production techniques influence the message of a documentary.</li> <li>● That documentaries are not unbiased.</li> </ul>	<ul style="list-style-type: none"> <li>● Use techniques from different genres in their own work to effectively bring forth a desired message to an audience.</li> </ul>

<b>Assessments:</b>	Peer-to-peer critiques, teacher evaluation, self reflection
<b>Teacher Resources:</b>	Collaborative Documentary Workshop website, video samples

<b>Unit Title</b>	Outdoor videography	<b>Length of Unit</b>	2 week and continuous throughout course
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>- How can production equipment be used effectively outdoors?</li> <li>- What audio/video techniques capture the highest quality video images and audio sounds?</li> </ul>
<b>Unit Strands and Standards</b>	DVP.03.06 - Evaluate a shooting location in terms of lighting, sound, production equipment needs, and electrical essentials. *(C13)
<b>Concepts</b>	Students will explore different techniques used to record natural wildlife. Camera movement, wildlife behavior, environmental factors, and habitat recognition will be studied to best determine a location for most efficiently recording high quality, unique videos.
<b>Key Vocabulary</b>	Tubidity, camera housing, neoprene, cinema verte, niche, invertebrate, panning, tilting, pedestal, crane, dolly, contrast, pixelation

<b>Unit Title</b>	Outdoor videography	<b>Length of Unit</b>	2 weeks, and continues throughout course
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>How to manipulate video and audio equipment in an outdoor setting to best record animal and plant life.</li> </ul>	<ul style="list-style-type: none"> <li>Record video and audio material and edit the footage into an aesthetically pleasing video that depicts the natural beauty of local plant and animal life.</li> </ul>

<b>Assessments:</b>	Peer-to-peer critiques, teacher evaluation, self reflection
<b>Teacher Resources:</b>	video samples, Habitats found surrounding NHS campus

<b>Unit Title</b>	Television Production	<b>Length of Unit</b>	2 week and continuous throughout course
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>What length of time and pacing of content is typical for a half-hour TV program?</li> <li>What makes a program entertaining and keeps an audience interested?</li> </ul>
<b>Unit Strands and Standards</b>	DVP.01.01 - Describe the various video production processes, when integrated together to create a successful message. *(A1)
<b>Concepts</b>	Students will record and format their video work to align with standard television program practices. This will include editing footage to meet specific time guidelines. Formatting a program to fit commercial breaks will be emphasized.

<b>Key Vocabulary</b>	Target audience, commercial, sponsorship, titling tools, decibel levels, timecode, NTSC, frame rate, SD, HD, letterbox, pillarbox, decontextualization, multicamera shoot, switcher
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<b>Unit Title</b>	Television Production	<b>Length of Unit</b>	2 weeks, and continues throughout course
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>How to organize video content into a format for televisual broadcast.</li> </ul>	<ul style="list-style-type: none"> <li>Use studio television equipment to record and produce a program for broadcast on local access television.</li> </ul>

<b>Assessments:</b>	Peer-to-peer critiques, teacher evaluation, self reflection
<b>Teacher Resources:</b>	video samples, NEAT-TV production equipment

<b>Unit Title</b>	Formatting for Film	<b>Length of Unit</b>	5 weeks
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<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>What environmental topics can to examined in more depth?</li> <li>What topics have far reaching social impact?</li> </ul>
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<b>Unit Strands and Standards</b>	DVP.03.02 Describe the process used for concept development/treatment. *(C9) DVP.03.04 Define and describe the legal concerns of copyrights, ethics, releases, and Royalties. *(C11) DVP.03.05 - Explain the importance of budgets, scheduling, and deadlines in meeting the requirements of a project. *(C12)
<b>Concepts</b>	Students will use skills they have learned throughout the semester to create a video about an environmental topic that uses nature footage along with interviews, host segments, narration to tell the story of a topic of. The film should comply with CT Student Film Festival rules for entry into the contest.
<b>Key Vocabulary</b>	Copyright, royalty, deadline, script, release form, public domain, royalty free, context

<b>Unit Title</b>	Formatting for Film	<b>Length of Unit</b>	5 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>How to organize video content into a format for televisual broadcast.</li> </ul>	<ul style="list-style-type: none"> <li>Use studio television equipment to record and produce a program for broadcast on local access television.</li> </ul>

<b>Assessments:</b>	Peer-to-peer critiques, teacher evaluation, self reflection
<b>Teacher Resources:</b>	Skills21 website & resources, video samples,