



School District of Marshfield Course Syllabus

Course Name: Digital Video & Media Productions I
Length of Course: Semester
Credit: 1/2 Credit

Program Goal:

Empower learners to be college and career ready through standards-based experiences in the classroom and career-based learning experiences with business and industry partners. Design and implement educational experiences for creating a skilled, knowledgeable, and productive workforce. Learners will engage in competencies that enable them to stay up-to-date with evolving skills as they pursue careers directly out of high school, as technical school degree earners, or as university graduates. Our goal is to develop critical thinkers and collaborative problem solvers, providing connections to the issues and challenges facing our local, regional, and global economies.

Course Description:

Looking to level up your TikTok game? Experience the exciting and creative world of video & digital media productions. Join this hands-on, project-based course discovering state-of-the-art techniques in pre-production, lighting, sound, videography, and post-production editing and distribution. Personalize your learning while exploring career opportunities stepping into roles as producer, director, talent, and crew for multiple projects both personal and professional. Working alone and collaboratively using state-of-the-art software and technology, acquiring skills that will

transfer into the real-world digital media and event production industry. We'll analyze and learn from national sports & entertainment broadcasts, strengthening our ability to engage, educate, and promote our Tiger family and surrounding community. We'll create professional quality video and media projects for MHS and local businesses and organizations. The digital content you design will be featured on digital displays in Heiting Stadium, the field house, throughout the MHS building and streamed on social media platforms.

Wisconsin Standards for Business & Information Technology (BIT)	
Business Calculations (BCA)	
BCA3: Students will analyze and explain statistical data in charts, tables, and graphs.	
Illustrate and evaluate graphical data. BCA3.b	3.b.5.h: Examine and interpret tables, charts and graphs to make comparisons, predictions and inferences. 3.b.6.h: Use current and emerging technologies to construct and interpret data graphically.
Business Communications (BC)	
BC2: Students will apply basic social communication in both personal and professional settings.	
Formulate a positive self-image by exhibiting professional and ethical behavior in the work environment. BC2.a	2.a.6.h: Present and role-play strategies for communicating with managers, co-workers and customers/clients. 2.a.8.h: Participate in and evaluate practice interviews.
Use proper etiquette to communicate with others. BC2.c	2.c.3.h: Compare and contrast methods of presenting information and choose the best format for a given situation.
BC3: Students will use current technology to enhance the effectiveness of communication.	
Use digital messaging technologies to send and receive basic messages. BC3.a	3.a.5.h: Compose and evaluate formal and informal digital correspondence. 3.a.6.h: Evaluate messages and select the appropriate technology for transmitting them.
Demonstrate appropriate etiquette when using a two-way communication device. BC3.b	3.b.9.h: Use advanced mobile technology by viewing and/or participating in digital conferences. 3.b.12.h: Demonstrate the consistent use of proper etiquette when using a two-way communication device.
Use asynchronous (different time, different place) and synchronous (same time, different place) collaboration tools to facilitate group work. BC3.d	3.d.6.h: Create and publish a webbased video. 3.d.7.h: Collaborate with students and business people via the Internet to acquire information. 3.d.8.h: Discuss the benefits of digital conferencing as an alternative to face-to-face collaboration.
BC4: Students will locate, assess and use information from a variety of print and digital sources.	

Determine authority and validity of sources/resources and demonstrate proper citation of sources. BC4.b	4.b.8.h: Plan, research and write business-specific reports that incorporate graphic aids. 4.b.9.h: Cite sources of digital resources in proper format.
BC5: Students will plan and write documents that are appropriate for the situation, purpose and audience.	
Apply correct spelling, grammar, word and number usage and punctuation to a given situation. BC5.a	5.a.10.h: Proofread, edit and revise written work using vocabulary specific to various topics. 5.a.12.h: Proofread and edit business documents to ensure they are clear, correct, concise and consistent.
Develop and use a writing process appropriate to the situation. BC5.b	5.b.16.h: Edit and revise written work to improve content and effectiveness. 5.b.18.h: Develop direct, indirect and persuasive messages for appropriate situations. 5.b.20.h: Analyze the receiver of the communication to determine appropriate message style. 5.b.28.h: Develop a digital portfolio containing career research materials for a least one career pathway.
Business Law and Ethics (BLE)	
BLE5: Students will communication how ethical issues impact the business environment.	
Summarize the importance of social responsibility in all areas of business. BLE5.a	5.a.9.h: Explain the role of good corporate citizenship and its impact on society. 5.a.10.h: Critique the impact of environmental responsibility on a business and its effect on society. 5.a.11.h: Illustrate how a business could become involved with its community. 5.a.12.h: Distinguish between business ethics and social responsibility.
BLE7: Students will evaluate ways in which ethical concerns affect emerging technologies and their impact on society.	
Determine ethical issues related to information systems, such as access, accuracy and privacy. BLE7.a	7.a.15.h: Outline the differences of license agreements (i.e., open source, site licenses, single-user license). 7.a.16.h: Analyze the impact of ethical and legal issues in an electronic environment.
Analyze ethical responsibilities and privacy issues when using technology in a business environment. BLE7.b	7.b.7.h: Review the professional consequences of inappropriate use of social networking in business environments. 7.b.8.h: Summarize positive methods in which social networking applications are used as an effective business tool. 7.b.9.h: Outline expectations and consequences that could be included in a corporate social networking policy. 7.b.10.h: Analyze how the effective use of social networking in the business environment supports collaboration and communication.
Marketing (MK)	

MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	
Analyze the process used to obtain, develop, maintain and/or improve a product or service in response to market wants and needs. MK1.a	1.a.10.h: Identify methods/techniques to generate product or service ideas. 1.a.13.h: Describe factors used by business to position products/services.
Perform marketing research and develop a marketing plan that meets to needs of a diverse stakeholder group. MK1.f	1.f.2.h: Identify the reasons for conducting marketing research. 1.f.3.h Identify and collect primary and secondary data for a new product/service proposal.
Digital and Graphic Communication (DGC)	
DGC1: Students will create print-quality publications for intended audiences or purposes through the use of advanced layout, design and graphics production software and hardware.	
Apply elements of design (contrast, repetition, alignment, proximity) when creating publications. DGC1.b	1.b.5.h: Use styles to apply layout and design concepts to create publications that communicate effectively to readers. 1.b.6.h: Differentiate typography for publications in a digital and print format.
DGC3: Students will produce media-rich presentations to meet need of audience.	
Capture an audio sequence on a digital device. DGC3.a	3.a.3.h: Transfer edited audio to a portable device.
Apply various techniques in a video editing sequence on a digital device. DGC3.b	3.b.4.h: Transfer edited video to portable media and storage devices. 3.b.5.h: Capture digital video using various techniques (i.e. lighting, angles, etc.).
Design and produce media-rich presentations. DGC3.c	3.c.3.h: Create media-rich presentations for a target audience incorporating digital images, audio and video files. 3.c.4.h: Convert data between media and file formats. 3.c.5.h: Analyze the purpose of the media to determine the appropriate file format and level of compression.
DGC4: Students will create digital images for use in publications, websites, digital slide shows and videos.	
Prepare images for use in a variety of media. DGC4.a	4.a.9.h: Convert digital image file format to meet software requirements. 4.a.10.h: Explain the purpose for multiple image formats. 4.a.11.h: Prepare images for professional reproduction and distribution. 4.a.12.h: Compare and contrast capabilities of photo editing software.
Capture images using a digital device. DGC4.b	4.b.11.h: Explain the function of camera modes. 4.b.12.h: Adjust camera settings based on lighting, action, distance to subject, portrait or landscape. 4.b.13.h: Compose digital images using various techniques (i.e., framing, angles, balance and lines).

	4.b.14.h: Use compression tools to package folders containing image files. 4.b.15.h: Compare and contrast features of scanning devices.
IT Foundations (IT)	
IT1: Students will use an appropriate digital tool to meet personal and business needs	
Select and use the most appropriate tool to solve digital problems. IT1.f	1.f.7.h: Compare and contrast software and tool features from multiple vendors/providers in solving a problem. 1.f.8.h: Research advanced software/tool functions using knowledge-based options (i.e., user communities, RSS feeds, tech support, etc.). 1.f.9.h: Identify and analyze user needs within an organization and propose digital solutions.
Wisconsin Common Career Technical Standards (WCCTS)	
Creativity, Critical Thinking, Communication and Collaboration (4C)	
4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.	
Develop original solutions, products and services to meet a given need. 4C1.a	1.a.7.h: Develop original ways to solve a given problem. 1.a.9.h: Apply past experiences to current problems in developing innovative solutions.
Work creatively with others to develop solutions, products and services. 4C1.b	1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire. 1.b.9.h: Work as part of a team to improve an existing product or process.
4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.	
Communicate thoughts and feelings with others using verbal and non-verbal language. 4C3.a	3.a.9.h: Develop a mutually acceptable response to a question or problem. 3.a.11.h: Communicate effectively in the presence of a language barrier
Work collaboratively with others. 4C3.b	3.b.7.h: Participate in group processes to generate consensus. 3.b.8.h: Lead group processes to generate consensus. 3.b.9.h: Incorporate the use of technology to productively plan, implement and evaluate a solution, process or procedure.
Career Development (CD)	
CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	
Identify person strengths, aptitudes and passions. CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
Demonstrate effective decision-making, problem solving and goal setting. CD1.b	1.b.6.h: Develop an action plan to set and achieve realistic goals.

<p>Interact effectively with others in similar and diverse teams. CD1.c</p>	<p>1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds. 1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work. 1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p>
<p>CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal Wisconsin Standards for Career and Technical Education and career goals.</p>	
<p>Apply academic experiences to the world of work, inter-relationships and the community. CD2.a</p>	<p>2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.</p>
<p>CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	
<p>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.a</p>	<p>3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p>
<p>CD4: Students will identify and apply employability skills.</p>	
<p>Develop positive relationships with others. CD4.d</p>	<p>4.d.5.h: Participate in co-curricular and community activities to enhance the school experience.</p>
<p>Global and Cultural Awareness (GCA)</p>	
<p>GCA2: Students will assess the benefits and challenges of working in diverse settings and on diverse teams.</p>	
<p>Work effectively with diverse individuals in a variety of settings and contexts. GCA2.a</p>	<p>2.a.6.h: Collaborate with others in the presence of language, personality and cultural differences. 2.a.7.h: Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts.</p>
<p>Develop innovative solutions and initiatives as part of a diverse team. GCA2.b</p>	<p>2.b.7.h: Develop ideas for using awareness of diversity to create new opportunities. 2.b.8.h: Synthesize the experiences of a diverse group to develop innovative solutions to a given problem.</p>
<p>Information, Media and Technology Skills (IMT)</p>	
<p>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</p>	
<p>Choose appropriate sources of data and information for a given purpose. IMT1.a</p>	<p>1.a.6.h: Justify the selection of various information sources for a given purpose. 1.a.8.h: Model how raw data can be applied differently to support opposing arguments or premises.</p>
<p>Select relevant information necessary for making decisions and solving problems.</p>	<p>1.c.5.h: Defend a solution or conclusion using appropriate data and information.</p>

IMT1.c	1.c.6.h: Interpret and select appropriate information to develop a resolution for a given situation.
Apply data and information to communicate ideas and create new opportunities. IMT1.d	1.d.7.h: Synthesize data and information from multiple sources to identify new trends. 1.d.8.h: Manage and share stored data and information for a specific purpose.
IMT2: Students will apply information literacy skills to access and evaluate media to design and produce media products.	
Analyze media messages to determine biases and objectivity. IMT2.a	2.a.7.h: Defend the selection of various media formats for a given purpose. 2.a.9.h: Portray information in different ways to account for different audiences.
Prepare media products in order to communicate a specific message. IMT2.b	2.b.4.h: Create media products to communicate a given message to different audiences. 2.b.5.h: Compare and contrast the elements of media products and how each helps deliver a desired message.
IMT3: Students will use available information and communication technology to improve productivity, solve problems and create opportunities.	
Adopt new technological tools to increase personal and organizational productivity. IMT3.a	3.a.9.h: Adapt and refine technology to continuously improve management of data in daily activity. 3.a.11.h: Adapt and refine technology to continuously improve personal and organizational productivity. 3.a.12.h: Manage use of technology to reduce negative impacts on productivity.
Select and use communication and information technology to help solve problems and provide opportunities. IMT3.b	3.b.7.h: Use communication and information technology to effectively solve a given problem. 3.b.9.h: Assess the use of communication and information technology to create new opportunities.
Leadership (LE)	
LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.	
Implement leadership skills to accomplish team goals and objectives. LE1.a	1.a.12.h: Exhibit skills such as innovation, intuition, adaptation, life-long learning and coach-ability to develop leadership potential over time. 1.a.13.h: Create a sense of trust, positive attitude, integrity, willingness and commitment in order to accept key responsibilities in a group project.
Employ teamwork skills to achieve collective goals and use team members/ talents effectively. LE1.b	1.b.7.h: Capitalize on team members' individual talents and skills in a project. 1.b.8.h: Apply conflict management skills to help facilitate solutions. 1.b.9.h: Evaluate and apply teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability and conflict resolution.

	1.b.10.h: Demonstrate the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines.
Identify the role of community service and service learning in family, community and business and industry. LE1.c	1.c.6.h: Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service. 1.c.7.h: Plan a community service event, participate in the event and evaluate its impact. 1.c.9.h: Advocate for issues on the local, state and international level. 1.c.10.h: Identify components and structure of community-based organizations. 1.c.11.h: Participate in the development of a program of work/strategic plan and work to implement the organization's goals.
Wisconsin Standards for Marketing, Management and Entrepreneurship (MME)	
Marketing Core – Promotion (MC)	
MC7: Students will describe the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
Explain the nature and scope of promotion. MC7.a	7.a.8.m: Explain the role of promotion as a marketing function. 7.a.9.h: Describe the use of business ethics in promotion. 7.a.10.h: Describe the use of technology in the promotion function.
Manage promotional activities to maximize return on promotional efforts. MC7.b	7.b.7.h: Evaluate results of promotional efforts in a school-based enterprise. 7.b.8.h: Develop promotional calendar. 7.b.9.h: Plan/Schedule displays/themes. 7.b.11.h: Measure success of promotional efforts.
Describe design principles to be able to communicate needs to designers. MC7.f	7.f.10.h: Describe the elements of design. 7.f.12.h: Describe effective advertising layouts. 7.f.13.h: Describe purpose of color in advertisements.
Evaluate advertising copy strategies that can be used to create interest in advertising messages. MC7.g	7.g.5.h: Describe the nature of effective copy (direct-marketing, internet, mobile ad, etc). 7.g.7.h: Evaluate copy.
Use publicity/ public-relations activities to create goodwill with stakeholders. MC7.k	7.k.11.h: Explain current issues/trends in public relations. 7.k.13.h: Write a press release. 7.k.14.h: Create a public-service announcement.
Employ sales-promotion activities to inform or remind customers of business/product. MC7.l	7.l.11.h: Create promotional signage for school-based enterprise. 7.l.12.h: Collaborate in the design of slogans/taglines.

	<p>7.1.13.h: Set and develop strategy for brand identifiers for a product/service in the school-based enterprise.</p> <p>7.1.16.h: Analyze use of specialty promotions.</p> <p>7.1.17.h: Participate in the design of collateral materials to promote special event.</p> <p>7.1.18.h: Develop strategy for creating a special event.</p>
<p>Use word-of-mouth strategies to build brand and to promote products. MC7.m</p>	<p>7.m.10.h: Select word-of-mouth strategies appropriate for promotional objectives.</p> <p>7.m.12.h: Develop buzz-marketing strategies for an event or school-based enterprise.</p> <p>7.m.13.h: Select celebrity/influencer to deliver promotional message.</p>
Management – Information Management and Knowledge Management (MGT)	
MGT2: Students will use tools, strategies and systems needed to access, process, maintain, evaluate and disseminate information to assist business decision making.	
<p>Use information literacy skills to increase workplace efficiency and effectiveness. MGT2.a</p>	<p>2.a.8.h: Assess information needs.</p> <p>2.a.9.h: Obtain needed information efficiently.</p> <p>2.a.10.h: Evaluate quality and source of information.</p>
<p>Use information-technology tools to manage and perform work responsibilities. MGT2.b</p>	<p>2.b.15.h: Employ an integrated business software application package.</p> <p>2.b.16.h: Demonstrate collaborative/groupware applications.</p> <p>2.b.20.h: Establish specifications for selecting hardware/software systems.</p>
<p>Use information-technology tools to manage and perform marketing-communications responsibilities. MGT2.f</p>	<p>2.f.7.h: Compare and contrast current ways to communicate through technology.</p> <p>2.f.9.h: Discuss considerations in using mobile technology for promotional activities.</p> <p>2.f.10.h: Demonstrate effective use of audiovisual aids.</p> <p>2.f.13.h: Mine databases for information useful in marketing communications.</p> <p>2.f.15.h: Design and evaluate promotional materials with current software applications for a school-based enterprise.</p>
MGT3: Students will use the systems, strategies and techniques used to collect, organize, analyze and share information known in an organization.	
<p>Describe the nature and scope of knowledge management. MGT3.a</p>	<p>3.a.3.h: Explain the nature of knowledge management.</p>

Use knowledge management strategies to improve the performance and competitive advantage of an organization. MGT3.b	3.b.1.h: Identify techniques that can be used to capture and transfer knowledge in an organization.
MGT6: Students will describe tools, techniques and systems that are used to plan, implement, monitor and evaluate business projects.	
Use project-management skills to improve workflow and minimize costs. MGT6.a	6.a.7.h: Develop project plan. 6.a.8.h: Evaluate project results.
Explore project management skills to start, run and end projects. MGT6.b	6.b.7.h: Explain the nature of a project life cycle. 6.b.9.h: Coordinate schedules and activities. 6.b.10.h: Track project progress and results.
MGT7: Students will describe tools, techniques and systems that affect a business's ability to plan, control and organize an organization/department.	
Control an organization's/department's activities to encourage growth and development. MGT7.b	7.b.2.h: Show the effect of marketing strategy on marketing goals/objectives within a school-based enterprise. 7.b.3.h: Monitor achievement of marketing objectives in a school-based enterprise.
Wisconsin Standards for Technology and Engineering (TE)	
Information and Communication Technologies (ICT)	
ICT1: Students will analyze, select and use information and communication technologies.	
Analyze how communication happens, the different forms of communication and how it affects society. ICT1.a	1.a.13.h: Assess how information and communication technologies include the inputs, processes and outputs associated with sending and receiving information. 1.a.15.h: Evaluate how information and communication systems can be used to inform, persuade, entertain, control, manage and educate.
Describe how communication is an ever evolving process. ICT1.b	1.b.9.h: Assess how communications can be used to manipulate people. 1.b.11.h: Contrast one type of designed communication of today with another.
Analyze graphic communications in an ever increasingly technological world. ICT1.c	1.c.7.h: Create a graphic message. 1.c.9.h: Generate an authentic graphic Communication example.
Analyze the principles of effective printed, projected and multimedia communication in a variety of formats and contexts. ICT1.d	1.d.4.h: Design an effective communication product for multiple age groups. 1.d.5.h: Create an effective message which can be printed, projected or conveyed in various ways.
Analyze and use various technologies in the telecommunication area. ICT1.h	1.h.11.h: Create a quality digital animation which could be used in various types of communications.

Analyze and use various technologies related to photographic media. ICT1.i	1.i.10.h: Create examples of good photographic composition. 1.i.11.h: Create a manipulated photograph.
Use various technologies to produce multimedia products and presentations. ICT1.j	1.j.5.h: Create a presentation which uses at least three types of media. 1.j.6.h: Combine different media types to create a final product which can be presented on different devices.
Wisconsin Standards for Art and Design (AA)	
Standard 1: CREATE (Cr) - Students will generate, develop, and refine artistic work.	
Investigate Cr.10	10.h: Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
Standard 3: RESPOND (R) - Students will critically interpret intent and meaning in order to evaluate artistic work.	
Describe R.16	16.h: Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
Interpret R.18	18.h: Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
Standard 4: CONNECT (Cn) - Students will relate their artistic work with prior experience and external context.	
Interdisciplinary Cn.10	10.h: Apply interdisciplinary perspectives in own artistic work.
Career Connections Cn.11	11.h: Research or experience options in art and design careers.

Key Vocabulary:			
Animation	Aspect Ratio	Audio	Backlight
B-roll	Composition	Depth of field	Drone
Editing	Fill light	Focal Point	Focus
Framing	Gimbal	Handheld	Keyframes
Leading Lines	Looping	Montage	Motion path
Perspective	Post-production	PTZ	Rule of Thirds
Symmetry	Timeline	Tripod	Videography
White Balance			

Topics/Content Outline- Units and Themes:

Quarter 1:

- Introduction to Video Production & Digital Media
- Pre-production
- Production Techniques
- Advanced Production Skills
- Post-production Basics

Quarter 2:

- Entertainment and Sports Strategies
- Advanced Editing Techniques
- Motion Graphics and Animation
- Project Development
- Final Projects and Presentations
- Introduction to Live! Productions & Broadcasting