



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: Video Editing

Curriculum Development Timeline

School: Ocean Township High School

Course: Video Editing

Department: Applied Technology

Board Approval	Supervisor	Notes
August 2018	Patrick O'Neill	Born Date
August 2024	Erin Leahy	Updated to include New State Mandates

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COURSE: Video Editing

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 2
1	Video Editing Course Intro and Pre-Testing	21	
2	Understanding Adobe Premiere Production Suite	22	
3	Understanding Adobe Premiere Production Suite	23	
4	Introduction to Premiere Pro Basics	24	
5	Introduction to Premiere Pro Basics	25	
6	Introduction to Premiere Pro Basics	26	
7	Photoshop Basics & Adobe CC Application Integration	27	
8	Photoshop Basics & Adobe CC Application Integration	28	
9	Photoshop Basics & Adobe CC Application Integration	29	
10	Photoshop Basics & Adobe CC Application Integration	30	

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COURSE: Video Editing

Core Instructional & Supplemental Materials including various levels of Texts

- Video Editing Course Outline distribution and teacher presentation
- Teacher contact information
- Student use of school equipment policy
- Student behavior while using school computers, software, and peripheral equipment
- Extra Help Days
- Google Classroom sign-up and Google DRIVE set-up for virtual classroom, course testing and project critique use
- Q&A period for students
- Web-based presentation via YouTube channels and via OTHS social media

NJ Diversity, Equity, and Inclusion Educational Resources*

Time Frame

Week 1 (10 weeks)

Topic

Video Editing Course Intro and Pre-Testing

Alignment to Standards

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.5, NJSLSA.R1, RST.11-12.1, WHST.9-10.1, CRP11

Learning Objectives and Activities

SWBAT answer the following questions:

- What is Video Editing and how has it evolved?
- What areas will be explored in this course?
- What projects will be accomplished in the course?

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- What are the student requirements in the Video Editing course?
- How is the course grade determined?
- What are the teacher expectations for student behavior in the course?
- What general safety measures should I be aware of in the classroom environment?
- What electrical safety measures should I be aware of when using computer equipment and printers in the classroom?
- What safety measures should I be aware of when using the editing workstations and related equipment?
- What physical responses should I conduct in the event of personal injury, peer injury, or school evacuation requirements

SWBAT demonstrate understanding of the following:

- This course provides students with an understanding of the technological systems that extend the range of human communications, with an emphasis on the video editing. The course is an overview of video editing technologies and approaches.
- Students completing the course will be capable video editors and familiar with the Adobe Creative Suite of applications.
- Video Editing Course Outline
- Student responsibilities
- Following safety rules prevents personal injury.
- Use of electricity requires safe measures and awareness.
- Equipment associated with Video Editing requires safe measures and awareness.

Assessments

Formative:

- Assign a group project to create a presentation on a specific video editing technique
- Assign a group project to create a simple strategy guide for a specific video editing technique

Summative:

- Culminating

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

-





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Interdisciplinary Connections

History

6.2 World History: Global Studies

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Paths

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

Journalism & Streaming

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. 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.

Career Readiness, Life Literacies, and Key Skills

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

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9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and

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responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

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9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Career Education

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 2-3 (out of 10)
Topic	
Understanding Adobe Premiere Production Suite	
Alignment to Standards	
Computer Science	
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and	

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8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

English Language Arts

RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

W.AW.11-12.1. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does one plan, start and manage an Adobe Production Suite/Creative Cloud project?
- How does one import, manage and manipulate source content in a variety of formats?
- How can project assets be combined in a cohesive and artistic manner in the Premiere timeline?
- How can the finished project be exported for use across a number of applications (YouTube, social media, DVD, etc.)?

SWBAT demonstrate understanding of the following:

- Participants will be able to demonstrate the ability to use Adobe Premiere Pro create original content and edit/refine existing program source material.
- It is expected that participants share their course output on the OTHS YouTube channel and social media platforms

Assessments

Formative:

- Assign a group project to create a presentation on a specific video editing technique
- Assign a group project to create a simple strategy guide for a specific video editing technique

Summative:

- Culminating Assessment via a final exam

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Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Instructor anecdotal observation of student projects throughout the course

Interdisciplinary Connections

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multinational organizations in attempting to solve global issues.

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Career Paths

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Career Readiness, Life Literacies, and Key Skills

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COURSE: Video Editing

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9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Technology Integration

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Career Education

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Time Frame

Weeks 4-6

Topic

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Introduction to Premiere Pro Basics

Alignment to Standards

Computer Science

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Learning Objectives and Activities

SWBAT answer the following questions:

- How to work on editing projects individually
- How to edit video for specific audiences and scenarios
- How to navigate the Adobe Premiere Pro interface
- How to integrate associated applications (After Effects, Audition, etc.)

SWBAT demonstrate understanding of the following:

- Lecture presentation on key concepts
- Video segments via YouTube
- Demonstration of advanced functions of Adobe software
- Hands-on editing projects – i.e. Editing from a Script (giving the students a script to follow with existing footage to edit a short film).

Assessments

Formative:

- Assign a group project to create a presentation on a specific video editing technique
- Assign a group project to create a simple strategy guide for a specific video editing

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- technique
- Quizzes

Summative:

- Videos for publication via OTHS YouTube channel

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Instructor anecdotal observation of student projects throughout the course

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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Time Frame	Weeks 7-10
Topic	
Photoshop Basics & Adobe CC Application Integration	
Alignment to Standards	
Computer Science 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.	
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Learning Objectives and Activities	
SWBAT answer the following questions: • How is Photoshop used in context of video production? • How is After Effects used in context of video production? • What role does audio play in video editing? • How can Audition be used to streamline audio elements in an edit? SWBAT demonstrate understanding of the following: • The Adobe Production suite is meant to be an integrated solution for video production and content creation. • Controls are generally replicated across all Adobe products to ensure ease of use and seamless workflow. • Photoshop, After Effects and Audition are tools that may be used to enhance production value SWBAT learn these key concepts:	

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- Lower 3rd graphics
- Backgrounds
- Chroma Key
- Overlays
- Lower 3rds
- Backgrounds
- Overlays
- Lower 3rds
- Backgrounds
- Overlays

Learning Activities:

- Lecture presentation on key concepts
- Video segments/tutorials via YouTube and manufacturers' websites
- [Fusion 360 Tutorials](#)
- Montage video to music
- 4k Editing w/ Proxy
- The Art of the Interview Edit

Assessments

Formative:

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Summative:

- Videos for publication via OTHS YouTube channel

Benchmark:

- Beginning of Class Comprehensive Benchmark Test

Alternative:

- Instructor anecdotal observation of student projects throughout the course

Interdisciplinary Connections

History

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Career Education

CRP10. Plan education and career paths aligned to personal goals.

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CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests

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- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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