Video Production Curricular Document

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Video Production Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Art & ATE	1 Term
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	Art Eval of Program 2020 CTE Eval of Program 2021 Review of Digital Courses in Art & ATE 2024
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Digital Imaging I	August 2025
PRIMARY RESOURCE ***if applicable***	
• Adobe Premiere Pro	

Course Desired Results	
COURSE DESCRIPTION	
This course offers an engaging and professional learning experience of the fundamentals of video production. Students will work collaboratively and independently while learning relevant industry skills such as sound design, studio lighting, film editing, and more. Students are empowered to enhance their visual communication skills by writing original scripts, creating storyboards, and filming/editing video projects. The curriculum will focus on film and TV history through contemporary media including news broadcasting to short personalized videos for social media.	
ENDURING UNDERSTANDINGS *Students will understand that....*	**ESSENTIAL QUESTIONS** *Students will keep considering....*
CREATING	• Why is creativity and innovation important? How is creativity

• Creativity, innovation, and critical thinking are essential for success in a technologically advanced world. These are essential life skills that can be developed.	and innovation used in [name of career pathway]? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What strategies and processes can I use to become a more effective creator, thinker and problem solver? • How does collaboration expand the creative process? • How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?
PRESENTING • Artists, designers, and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING • People gain insights into meanings of artworks by engaging in the process of art criticism	• What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	• How does engaging in creating art enrich people's lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? • Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
POSTSECONDARY, CAREER, AND LIFE READINESS • Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

	• How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings? • How might AI and Generative AI impact creative industries?

COURSE PRIORITY STANDARDS

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.
ENG1: Students will analyze and demonstrate attributes of design.

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.

WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work.
IMT1 (Information, Media, Technology): Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, and initiatives.

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.

CD4: **Career Development**- Students will identify and apply employability skills
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
c: I identify and exhibit traits for retaining employment.
d: I develop positive relationships with others.

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☐ Business Management & Administration ☑ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services

	☐ Law, Public Safety, Corrections & Security ☑ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	Director – Oversees the artistic vision and storytelling of a project. Producer – Manages the production process, budget, and scheduling. Screenwriter – Writes the script and dialogue for video projects. Editor – Cuts and assembles raw footage into the final product using editing software. Cinematographer / Director of Photography (DP) – Controls the camera and lighting to create the visual look. Camera Operator – Operates the camera under the direction of the DP. Sound Designer / Audio Engineer – Handles the sound, from recording dialogue to creating effects and mixing. Content Creator – Develops videos for platforms like YouTube, TikTok, or company social media. Video Marketing Specialist – Uses video to help brands tell their story and sell products. Animator / Motion Graphics Designer – Designs animated sequences or titles for videos. Broadcast Technician – Operates equipment for live or recorded shows. News Producer / Video Journalist – Plans and assembles news segments. Multimedia Specialist – Works across platforms like websites, social media, and video. VFX Artist – Adds visual effects with computer-generated imagery.
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS**: ☑ Adobe

UNIT 1: Organizing a Workspace

- Creating folders on a desktop
- Naming folders and files
- Uploading folders to a drive
- Adobe Premiere Pro Workflow
- Importing and Exporting Files

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work. ENG1: Students will analyze and demonstrate attributes of design.	• I can organize my desktop workspace to support an efficient video production process. • I can set up my file structure so that my scripts, storyboards, video clips, and exports are easy to find. • I can manage my storage and save files in the correct format and location to prevent data loss.

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can label and organize project folders clearly so others can navigate my work easily. • I can adjust my display and system settings to make my workflow more efficient and comfortable. • I can set up audio and video hardware (e.g., headphones, microphones, monitors) for quality production.

CONNECT

WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior	• I can set up a shared digital workspace where my team can access project files. • I can explain how a well-organized digital workspace supports creative collaboration.

experience and external context.	

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can identify and demonstrate positive work behaviors and personal qualities needed to be employable. • I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Adobe Premiere Pro Tutorials	☑ Creating ☐ Presenting ☐ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback.

		• Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.

UNIT 1 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *Will include, but are not limited to the following:* • File Management – The process of organizing, naming, storing, and retrieving digital files. • Folder Structure – The system of organizing files in directories for easy navigation and project management. • File Naming Convention – A consistent system for naming files (e.g., ProjectName_Date_Version). • Asset – Any digital element used in a project (e.g., video clips, audio files, images, graphics). • Project File – The master file that holds all edits and references media assets (e.g., a Premiere Pro project). • Export – The process of saving a finished video in a specific file format for sharing or playback. • Workflow – The step-by-step process of completing a project from start to finish. • Efficiency – Working in a well-organized way that saves time and resources. • Collaboration – Working with others, often through shared drives or software tools, to complete a project.	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.* • Allow students to choose from a range of project themes that resonate with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.* • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing video. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability. • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 2: Storyboarding/Scriptwriting

- Analyze examples of real-world storyboarding from various films/media
- Identifying and demonstrating shots and angles
- Analyze examples of real-world script writing from various films/media
- Communicating directional details in a script

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts, A/V Technology & Communication?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes of design.	• I can write a script that clearly conveys my story's message, characters, and visual direction. • I can create a storyboard that communicates my video's sequence, camera angles, and timing. • I can revise my storyboard and script based on peer or teacher feedback. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can organize my script and storyboard to clearly communicate my vision to my team and audience. • I can choose visual and narrative elements that best fit the tone and purpose of my video.

RESPOND

WSAD Standard AA3: Respond IMT1 (Information, Media, Technology)	• I can analyze the effectiveness of my storyboard and script in telling a compelling story. • I can evaluate peer storyboards and scripts and offer constructive feedback.

CONNECT

WSAD Standard AA4: Connect	• I can connect themes in my video project to my personal experiences or current events. • I can explain how my video reflects cultural or social ideas and how media influences storytelling.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Formative Storyboarding	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Formative Scriptwriting	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 2 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *Will include, but are not limited to the following:* • Script – A written document that outlines dialogue, action, and directions for a video or film. • Scene – A section of a script that takes place in a specific location at a specific time. • Dialogue – The spoken words between characters. • Action Line – Describes what is happening in the scene, including movement and setting. • Slug Line / Scene Heading – Indicates location and time of day for each scene (e.g., INT. CLASSROOM – DAY).	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.* • Allow students to choose from a range of project themes that resonate with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials,	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.* • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing video. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.

• Parenthetical – Brief direction for how dialogue should be delivered (e.g., whispers). • Voiceover (V.O.) – Narration spoken by a character not seen on screen. • Off-screen (O.S.) – Dialogue spoken by a character not currently on screen but within the scene. • Beat – A brief pause in dialogue or action to indicate a shift or dramatic moment. • Storyboard Script – A version of the script adapted for visual planning alongside drawings. • Storyboard – A sequence of drawings representing planned shots for a video. • Frame – A single image in the storyboard, similar to a panel in a comic strip. • Shot – A single continuous view filmed by a camera without cuts. • Shot Types – Examples: wide shot, medium shot, close-up, over-the-shoulder. • Camera Angle – The angle from which the camera views the scene (e.g., high angle, low angle). • Camera Movement – How the camera moves (e.g., pan, tilt, zoom, dolly). • Composition – The arrangement of visual elements in the frame. • Transition – Visual or audio change between scenes (e.g., cut, dissolve, fade). • Storyboard Panel – A labeled box containing an image, shot description, and notes. • Continuity – Consistency in visual and narrative elements across shots and scenes. • Narrative Structure – The organized format of a story (e.g., beginning, middle, end). • Pacing – The speed and rhythm of the story or dialogue. • Mood – The emotional tone conveyed by script and visuals. • Theme – The central idea or message of the script. • Tone – The attitude or feeling of the script conveyed through language and visuals. • Audience – The intended viewer(s) for the production.	annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Purpose – The reason behind creating the video (to inform, entertain, persuade, etc.).		

UNIT 3: Introduction to Studio Equipment

- Identify different types and purpose of a variety of filming equipment (ex: phone, DSLR, video recorder, etc.)
- Identify different types of lighting (ex: backlighting, side lighting, frontlighting, natural, etc.)
- Identify different audio equipment (ex: wireless mics, on-camera microphones)
- Experiment with different shots and angles using studio accessories (ex: props, backdrops, etc.)

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes	**Lighting Setup** • I can set up basic three-point lighting (key, fill, back) for studio and field productions • I can modify lighting to create mood, emphasize a subject, or enhance storytelling • I can use reflectors, diffusers, and gels to control light quality and color.

of design.	**Studio Equipment & Camera Operation** ● I can arrange a set or background to support the mood and purpose of the video. ● I can prepare a studio space by managing cables, props, and backgrounds safely and effectively. ● I can position subjects, lights, and cameras to achieve a clean, professional-looking shot. ● I can set up and operate cameras, tripods, and microphones safely and correctly. ● I can choose appropriate camera angles and shot types to support the visual story. ● I can adjust camera settings such as focus, white balance, and exposure to improve video quality. **Set Design & Scene Preparation** ● I can check equipment for functionality and troubleshoot common issues (e.g., audio not recording, poor lighting). ● I can follow safety guidelines when working with lighting and electrical equipment in a studio setting. ● I can prepare the production environment to minimize distractions and maximize quality. **Technical Readiness & Troubleshooting** ● I can check equipment for functionality and troubleshoot common issues (e.g., audio not recording, poor lighting). ● I can follow safety guidelines when working with lighting and electrical equipment in a studio setting. ● I can prepare the production environment to minimize distractions and maximize quality. ● I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

UNIT 3 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*
Feedback & Scoring Rubric(s) based on Priority Standards *Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"* ● [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Activity: Studio Lighting Set Up	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Formative Equipment Assessment	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 3 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *Will include, but are not limited to the following:* • **Camera** – The device used to capture moving images. • **Tripod** – A three-legged stand used to stabilize a camera. • **Mounting Plate** – The piece that attaches a camera to a tripod. • **Grip Equipment** – Tools like clamps, stands, and flags used to shape or control lighting. • **XLR Cable** – A professional audio cable used for connecting microphones. • **Lavalier Microphone (Lapel Mic)** – A small, clip-on mic used for interviews or dialogue.	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.* • Allow students to choose from a range of project themes that resonate with their personal interests. • Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials,	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.* • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing. • Digital Camera, Tablet, or Smartphone – For capturing images. • USB Flash Drive/External Hard Drive/Cloud Storage – For file backup and portability.

• **Audio Mixer** – A device that adjusts and combines multiple audio sources. • **Key Light** – The main light source used to illuminate a subject. • **Fill Light** – A secondary light used to reduce shadows created by the key light. • **Back Light (Hair Light/Rim Light)** – A light placed behind the subject to separate them from the background. • **Three-Point Lighting** – A standard lighting setup using key, fill, and back lights. • **Softbox** – A light modifier that diffuses light to reduce harsh shadows. • **Diffuser** – A material used to soften the intensity of a light source. • **Reflector** – A tool that bounces light to fill in shadows or add highlights. • **Gels** – Transparent colored materials used to change the color of lights. • **LED Light Panel** – A flat, energy-efficient lighting unit often used in studio settings. • **Color Temperature** – A measurement of the color of light, usually in Kelvin (K); e.g., 5600K = daylight, 3200K = tungsten. • **White Balance** – Camera setting that adjusts for different lighting to maintain true colors. • **Lighting Ratio** – The relative intensity between lights (e.g., key-to-fill ratio).	annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Canva – User-friendly for basic design and layout work. • Google Slides • Google Drive • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 4: Introduction to Adobe Premiere Pro

- Identifying and understanding Adobe Premiere Pro workspaces.
- Customizing a workspace.
- Learning basic workflow of Adobe Premiere Pro (ex: opening files, importing video/audio, etc.)
- Introduction to video editing (ex: assemble/refine a sequence, adding titles, cutting/trimming, organizing, transitions, etc.)
- Adding visual effects (ex: color management, filters, speed/duration, mixing audio, etc.)
- Learning and recognizing copyright ethics.

- Identifying a variety of exporting formats and correct procedures for exporting.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes of design.	• I can identify and describe the different panels and tools in the Adobe Premiere Pro workspace. • I can customize my editing workspace to fit the needs of my video project and improve my workflow. • I can open project files, import media, and organize my assets for video editing. • I can assemble and refine a video sequence by cutting clips, trimming, adding titles, organizing clips, and applying transitions. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: Present	• I can apply visual effects like color correction, speed changes, and audio mixing to enhance my video. • I can choose the correct file format and export settings to share my video on different platforms.

RESPOND

WSAD Standard AA3: Respond IMT1 (Information, Media, Technology)	• I can analyze how editing techniques, such as pacing, cuts, and transitions, affect the meaning or emotion of a video. • I can interpret how the use of color correction, sound design, and effects contribute to the mood or tone of a scene. • I can analyze how different export settings (resolution, compression, file format) affect video quality and viewer experience.

CONNECT

WSAD Standard AA4: Connect	• I can identify and apply ethical guidelines related to copyright and fair use when selecting music, images, and video for my project.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Adobe Premiere Pro Tutorials	☑ Creating ☑ Presenting ☑ Responding	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc.

	☑ Connecting ☑ Career Development	• Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
14 Shots Film Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
All About Me Film Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Green Screen Practice	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following:

- Project Panel – Where imported media and assets are organized.
- Timeline – The editing workspace where you arrange and trim video/audio clips.
- Source Monitor – Preview panel used to review and mark in/out points before adding to the timeline.
- Program Monitor – Shows the active timeline or final edited video preview.
- Toolbar – Contains tools like selection, razor, slip, and pen for editing clips.

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing video.
- Adobe Premiere Pro – Latest version preferred.
- Adobe Creative Cloud Account
- Free Stock Image Sites

• Workspaces – Customizable layouts (e.g., Editing, Color, Audio, Effects) designed for specific tasks. • Clip – A single piece of media, such as video, audio, or images. • Sequence – A collection of clips arranged and edited in the timeline to form a project. • Track – Horizontal layers in the timeline for organizing different media (Video 1, Audio 1, etc.). • Trim – Cutting off the beginning or end of a clip without deleting it. • Ripple Edit – Adjusts the edit point and shifts subsequent clips to close gaps. • Rolling Edit – Moves the edit point between two clips without changing the overall timeline duration. • Razor Tool – Used to cut a clip into separate segments. • Effects Panel – Where video and audio effects/transitions are accessed. • Lumetri Color – Premiere Pro's tool for color correction and grading. • Keyframe – A point used to define animation or effect changes over time. • Opacity – Controls the transparency level of a video or image clips. • Masking – Using shapes or paths to isolate parts of an image or video for effects. • Audio Track Mixer – Interface for adjusting audio levels across multiple tracks. • Gain – The volume level of an audio clip before it's mixed. • Decibel (dB) – Unit of measurement for audio volume levels. • Fade In / Fade Out – Gradual increase or decrease in volume. • Render – The process of generating a preview or final output from the timeline.	step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Adobe Help Center • YouTube • Headphones – For accurate audio monitoring • External Hard Drive / SSD / Cloud – For backing up or editing large media files • Microphone – For voiceovers or recording original audio • Card Reader – For importing footage from cameras • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Export – Saving the final video in a specific format for playback or distribution. • Codec – A format for compressing video and audio (e.g., H.264, ProRes). • Preset – A saved group of export or effect settings for reuse. • Scratch Disks – Designated storage locations for temporary project files. • Non-linear Editing (NLE) – Editing method that allows clips to be accessed and edited in any order. • Multicam Editing – Editing footage from multiple camera angles at once. • Proxy – Lower-resolution versions of video files used for smoother editing, then replaced with high-res on export. • Media Cache – Temporary files stored to speed up editing performance.		

UNIT 5: Film and TV History

- Learning film and tv genres.
- Learning important historical figures in film and tv.
- Critiquing techniques in films and tv from a variety of eras (ex: shots/angles, sound, lighting, color, etc.)
- Learning different careers within the film and tv industry.

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts & AV Technology?
- ➔ What conditions, attitudes, and behaviors support creativity and innovative thinking?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ How does collaboration expand the creative process?

- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ Why do people value objects, artifacts, and artworks, and select them for presentation?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- ➔ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes of design.	• I can plan and storyboard a recreation of a scene using similar camera angles, lighting, and sound. • I can use appropriate equipment and techniques to replicate the look and feel of the original scene. • I can direct actors and control the set to match the tone and pacing of the scene. • I can edit my recreated scene to reflect the timing, transitions, and style of the original. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: **Present**	• I can present my recreated scene and explain how I matched key elements of the original. • I can use technical vocabulary to describe the production choices I made. • I can prepare my work for an audience using proper formatting, exporting, and presentation tools.

RESPOND

WSAD Standard AA3: **Respond**	• I can identify and describe the use of camera shots, angles, lighting, sound, and color in film and television.

IMT1 (Information, Media, Technology)	• I can analyze how visual and audio techniques influence mood, storytelling, and audience interpretation. • I can compare how filmmaking styles and techniques have changed across different time periods.

CONNECT

WSAD Standard AA4: Connect	• I can identify and describe common genres in film and television (e.g., drama, documentary, sci-fi, comedy, horror, etc.). • I can explain how genre influences storytelling, editing, sound, and visual style in film and TV. • I can compare and contrast different genres to understand how they engage different audiences. • I can research and describe the impact of key filmmakers, directors, and creators from different periods in film and TV history. • I can explain how historical figures in film and TV shaped the development of visual storytelling and industry practices. • I can connect the work of influential artists to cultural and historical events of their time. • I can identify different career paths in the film and TV industry, such as editor, cinematographer, sound designer, and director. • I can describe the responsibilities and creative contributions of each role in the production process. • I can explore how personal interests and skills might align with different careers in media production.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Film/TV History Discussions	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Historical Film/TV Scene Replication	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Film Crew Research Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 5 LEARNING PLAN RESOURCES
How will learning be relevant, accessible & engaging?

Academic Vocabulary *May include, but are not limited to the following:*	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.*
• Cinema – The art and technology of making films. • Television – The system for transmitting visual images and sound. • Media – Forms of communication (film, TV, radio). • Visual Storytelling – Communicating a story through images, sound, and editing.	• Allow students to choose from a range of project themes that resonate with their personal interests.	• Textbook or curriculum-aligned readers focusing on: ○ Silent films, Golden Age of Hollywood, New Hollywood,

• Silent Film – Films produced without synchronized sound. • Golden Age of Hollywood – The period from the 1920s to the 1960s in American cinema. • New Hollywood – A 1960s-1970s movement where directors had creative control. • French New Wave – 1960s French film movement embracing innovation. • Neorealism – Post-WWII Italian cinema focusing on ordinary life. Postmodernism – Late 20th-century style incorporating pastiche and irony. • Experimental Film – Non-traditional films that challenge conventions. • Cinematography – The art of capturing visual images on film. • Editing – The process of arranging shots in a sequence. • Sound Design – Creating and manipulating audio elements in a film. • Lighting – The use of light to shape mood and visuals. • Montage – A technique of combining separate shots to create meaning. • Genre – A category of film or TV (e.g., drama, comedy, horror). • Sitcom – A TV genre featuring recurring characters in humorous situations. • Documentary – A non-fiction genre focused on real events or people. Musical – A genre where characters sing and dance as part of the story. • Western – Films set in the American frontier, often with lawless themes. • Blockbuster – A highly successful, big-budget film. • Censorship – The suppression of content considered inappropriate. • B-Movie – Low-budget films aimed at niche audiences. • Cult Classic – A film or TV show that gains a dedicated following over time. • Independent Film – Films produced outside the major studio system.	• Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	Global Cinema Movements (e.g., French New Wave, Japanese Cinema) ○ Rise of television, sitcoms, streaming platforms • PBS LearningMedia – Free film & media literacy lessons. • Adobe Education Exchange – Units blending media production with historical context. • TeachRock.org – Media-rich, standards-aligned lessons (especially great for social/cultural connections). • Google Slides or Canva – For student-led film presentations or genre timelines. • Padlet – For collaborative timelines or film reaction boards. • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Box Office – The revenue from ticket sales for a film. • Distribution – The process of making films or TV shows available to the public. • Streaming – Online delivery of media on-demand (e.g., Netflix, Hulu). • Film Criticism – The analysis and evaluation of films. • Interpretation – Explaining or understanding a film's meaning. • Representation – How groups (race, gender, class) are portrayed in media. • Subtext – The underlying meaning or theme not directly stated. • Ideology – The set of ideas or beliefs promoted by films or TV.		

UNIT 6: Animation

- Learning different types of animation (ex: traditional, cut-out, 3D, digital, stop-motion, etc.)
- Identifying what tools/techniques/equipment needed for a variety of animations.
- Utilizing knowledge to experiment and create multiple animations.

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts & AV Technology?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ How does collaboration expand the creative process?
- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used

effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes of design.	• I can identify various types of animation, including traditional, cut-out, 3D, digital, and stop-motion. • I can explain the differences between animation styles and how each method impacts storytelling and visual communication. • I can create examples of different animation styles to demonstrate my understanding of the techniques used in each. • I can use my knowledge of different animation techniques to experiment with creating multiple animations, exploring various styles and methods. • I can apply the animation principles I've learned to create original short animations, incorporating different techniques to achieve the desired effect. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: **Present**	• I can identify the tools, software, and equipment needed for various types of animation. • I can explain the techniques required to create different animation styles. • I can demonstrate how to set up and use animation tools and equipment effectively for different animation projects.

RESPOND

WSAD Standard AA3: **Respond** IMT1 (Information, Media, Technology)	• I can reflect on my animation projects to evaluate what worked well and what can be improved for future creations. • I can analyze the effectiveness of various animation techniques and explain how they impact storytelling, mood, and audience perception. • I can evaluate the artistic choices in an animation (such as color palette, movement, and sound) and how these choices communicate meaning or emotion.

CONNECT

WSAD Standard AA4: **Connect**	• I can connect different animation techniques with their cultural and historical contexts, understanding how animation styles evolved over time. • I can use animation to express personal stories or experiences, experimenting with different techniques to communicate my message effectively. • I can connect animation to other forms of art and media, such as graphic design, film, and digital arts, recognizing their influence on each other.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
Formative Animation Tutorials	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task.
Film Production Logo Animation	☑ Creating ☑ Presenting ☐ Responding	

	☑ Connecting ☐ Career Development	• Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Choice Animation Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 6 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

May include, but are not limited to the following:

- 2D Vector Animation – Digital animation using vector graphics (e.g., Adobe Animate).
- 3D Animation – Creating characters and objects in three-dimensional space (e.g., Blender, Maya).
- Claymation – A form of stop motion using clay figures.
- Puppet Animation – Stop motion using articulated puppets or figures.
- Cut-Out Animation – Uses flat characters, props, and backgrounds cut from paper or other materials.
- Armature – A skeleton-like structure used to support and pose figures in stop motion.

Strategies/Activities

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

- Allow students to choose from a range of project themes that resonate with their personal interests.
- Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership.
- **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides.
- **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques.
- **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects.
- **Reading/writing learners:** Provide detailed written instructions, relevant

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.

- Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.
- Digital Camera, Tablet, or Smartphone – For capturing video.
- Adobe Premiere Pro – Latest version preferred.
- Adobe Animate – Latest version preferred.
- Adobe Creative Cloud Account
- Procreate App
- iPad with Apple Pencil
- Wacom Tablet
- Free Stock Image Sites
- Adobe Help Center
- YouTube
- Headphones – For accurate audio monitoring

• Rigging – The internal framework used to manipulate puppets or objects smoothly. • Cel Animation – A method where each frame is drawn on a transparent sheet (cel) and layered over backgrounds. • Frame-by-Frame – A technique where each frame is individually drawn to create movement. • Onion Skinning – Viewing multiple frames at once to assist with in-betweening. • Rendering – The process of producing the final output from animation software. • Keyframe – A specific frame that defines the start or end of a transition. • Tweening – The process of generating frames between two keyframes. • Frame Rate (FPS) – The number of frames per second in an animation. • Timing – The spacing of frames to convey speed or emotion. • Staging – The presentation of a scene so the action is clear to the audience.	readings, and reflective writing prompts.	• External Hard Drive / SSD / Cloud – For backing up or editing large media files • Microphone – For voiceovers or recording original audio • Card Reader – For importing footage from cameras • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

UNIT 7: Advanced Production

- Creating more complex and personalized projects.
- Building on prior knowledge of introductory skills highlighted in Unit 4: Introduction to Adobe Premiere Pro.
- Participating in group collaboration/critique regarding professional presentation of completed works.

UNIT 7 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ Why is creativity and innovation important? How is creativity and innovation used in Arts & AV Technology?
- ➔ What strategies and processes can I use to become a more effective creator, thinker and problem solver?
- ➔ How does collaboration expand the creative process?
- ➔ What criteria, methods, and processes are used to select work for preservation or presentation?
- ➔ What is the value of engaging in the process of art criticism?
- ➔ Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
- ➔ How might Artificial Intelligence (AI) and Generative AI influence creativity, innovation, and critical thinking? How can it be used effectively and ethically?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

WSAD Standard AA1: **Create** ENG1: Students will analyze and demonstrate attributes of design.	• I can identify and describe the different panels and tools in the Adobe Premiere Pro workspace. • I can customize my editing workspace to fit the needs of my video project and improve my workflow. • I can open project files, import media, and organize my assets for video editing. • I can assemble and refine a video sequence by cutting clips, trimming, adding titles, organizing clips, and applying transitions. • I can use Generative AI tools efficiently, appropriately, and ethically in the creative process

PRESENT

WSAD Standard AA2: Present	• I can apply visual effects like color correction, speed changes, and audio mixing to enhance my video. • I can choose the correct file format and export settings to share my video on different platforms.

RESPOND

WSAD Standard AA3: Respond IMT1 (Information, Media, Technology)	• I can analyze how editing techniques, such as pacing, cuts, and transitions, affect the meaning or emotion of a video. • I can interpret how the use of color correction, sound design, and effects contribute to the mood or tone of a scene. • I can analyze how different export settings (resolution, compression, file format) affect video quality and viewer experience.

CONNECT

WSAD Standard AA4: Connect	• I can identify and apply ethical guidelines related to copyright and fair use when selecting music, images, and video for my project.

CAREER DEVELOPMENT

CD4: **Career Development**- Students will identify and apply employability skills	• I can demonstrate skills related to seeking and applying for employment to find and obtain a desired job. • I can identify and exhibit traits for retaining employment.

UNIT 7 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC]

Performance Assessment Options *May include, but are not limited to the*	**Artistic Process & Career**	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*

following:	**Dev.** *Check all that apply:*	
Green Screen Film Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	• Offer multiple ways to learn: Use a mix of videos, written tutorials, live demos, etc. • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Support both Mac and Windows users, as well as those using Chromebooks. • Encourage peer critiques using positive, constructive feedback. • Use group projects that highlight diverse strengths (e.g., planning, editing, presenting). • Set clear norms for respectful communication and valuing diverse perspectives.
Group Documentary Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Commercial/PSA Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	
Silent Film Project	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☑ Career Development	

UNIT 7 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*		
Academic Vocabulary *May include, but are not limited to the following:* • Project Panel – Where imported media and assets are organized. • Timeline – The editing workspace where you arrange and trim video/audio clips.	**Strategies/Activities** *Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.* • Allow students to choose from a range of project themes that resonate with their personal interests.	**Resources/Materials** *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, etc.* • Desktop or Laptop Computer – With sufficient RAM and GPU for image processing.

• Source Monitor – Preview panel used to review and mark in/out points before adding to the timeline. • Program Monitor – Shows the active timeline or final edited video preview. • Toolbar – Contains tools like selection, razor, slip, and pen for editing clips. • Workspaces – Customizable layouts (e.g., Editing, Color, Audio, Effects) designed for specific tasks. • Clip – A single piece of media, such as video, audio, or images. • Sequence – A collection of clips arranged and edited in the timeline to form a project. • Track – Horizontal layers in the timeline for organizing different media (Video 1, Audio 1, etc.). • Trim – Cutting off the beginning or end of a clip without deleting it. • Ripple Edit – Adjusts the edit point and shifts subsequent clips to close gaps. • Rolling Edit – Moves the edit point between two clips without changing the overall timeline duration. • Razor Tool – Used to cut a clip into separate segments. • Effects Panel – Where video and audio effects/transitions are accessed. • Lumetri Color – Premiere Pro's tool for color correction and grading. • Keyframe – A point used to define animation or effect changes over time. • Opacity – Controls the transparency level of a video or image clips. • Masking – Using shapes or paths to isolate parts of an image or video for effects. • Audio Track Mixer – Interface for adjusting audio levels across multiple tracks. • Gain – The volume level of an audio clip before it's mixed.	• Encourage self-directed projects where students propose and develop their own ideas, fostering creativity and ownership. • **Visual learners:** Use video tutorials, annotated examples, and visual step-by-step guides. • **Auditory learners:** Include recorded lectures, videos, etc. discussing concepts and techniques. • **Kinesthetic learners:** Offer hands-on practice through interactive tools, challenges, and real-world projects. • **Reading/writing learners:** Provide detailed written instructions, relevant readings, and reflective writing prompts.	• Digital Camera, Tablet, or Smartphone – For capturing video. • Adobe Premiere Pro – Latest version preferred. • Adobe Creative Cloud Account • Free Stock Image Sites • Adobe Help Center • YouTube • Headphones – For accurate audio monitoring • External Hard Drive / SSD / Cloud – For backing up or editing large media files • Microphone – For voiceovers or recording original audio • Card Reader – For importing footage from cameras • AI & Generative AI tools that are age-appropriate & meet ethical considerations (ex. Adobe Firefly or similar).

• Decibel (dB) – Unit of measurement for audio volume levels. • Fade In / Fade Out – Gradual increase or decrease in volume. • Render – The process of generating a preview or final output from the timeline. • Export – Saving the final video in a specific format for playback or distribution. • Codec – A format for compressing video and audio (e.g., H.264, ProRes). • Preset – A saved group of export or effect settings for reuse. • Scratch Disks – Designated storage locations for temporary project files. • Non-linear Editing (NLE) – Editing method that allows clips to be accessed and edited in any order. • Multicam Editing – Editing footage from multiple camera angles at once. • Proxy – Lower-resolution versions of video files used for smoother editing, then replaced with high-res on export. • Media Cache – Temporary files stored to speed up editing performance.		