

COURSE TITLE: Digital Publications Design

Course Description:

Digital Publications Design gives students marketable experience in both print and digital publishing. Emphasis is placed on page layout and design, computerized text, graphic art, digital photography, and the use of software to create a variety of publications.

Potential Certifications/Credentials:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Course Scope and Sequence

Unit #	Unit Title	Estimated Hours
1	Foundational Standards	
2	Multimedia Components	
3	Digital Photography	
4	Publishing	
5	Video Production	

Unit Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- F6. Discuss and demonstrate ways to value diversity.

Unit 2 Title: Multimedia Components

Content Standards

1. Research award-winning magazines, newspapers, and other print and digital publications and list exemplary practices to be used as guidelines for creating a publication.
 - 1a. Describe processes involved in producing digital publications, presentations, videos, and websites, including creation of content, layout, graphic design, editing, and publishing.
2. Design and create enhanced, interactive multimedia projects that utilize various computer software and hardware components.
3. Explain the features of various digital file formats.
 - 3a. Determine the applicable file format for use in a variety of digital publications.
 - 3b. Use file conversion software to convert multiple types of files.
4. Demonstrate methods of organizing and backing up files using file system folders and online file management services.

Unpacked Learning Objectives

Students know:

- How to identify credible sources.
- The criteria used for awards in the print and digital publication industry.
- Guidelines for creating a publication.
- How to identify exemplary practices.
- Examples of digital publications such as digital magazines, online newsletters, digital catalogs, digital brochures, presentations, online newspapers, blogs, and eBooks.
- Examples of print publications such as Magazines, newspapers, books, posters, brochures, flyers, and school yearbooks.
- The types of digital publications currently available and possibly on the horizon.
- The processes involved in producing various digital publications.
- The importance and essentialness of the storyboard.
- The processes for producing presentations, videos, and websites including content, layout, graphic design, editing, and publishing.
- How to use various software and hardware for designing multimedia projects.
- How to design and create using the processes learned in Standard AL.CT21.BMA.DP.1a.
- The definition of file format.
- The purpose of file format.
- The file extensions for the most commonly-used software for digital publications.
- Features of the digital file formats for commonly-used software for print and digital publications.

- The differences and similarities among digital file formats of digital publications software most common-used or used in the classroom.
- The characteristics of various digital file formats.
- The characteristics of different file formats.
- The most efficient application of each file format.
- When to convert a file for best results.
- How to use free and commercial file conversion software available.
- How to access free software for file conversion.
- Precautions to take in downloading and using free software.
- That retrieval of digital files should be a primary consideration in the naming scheme used.
- That file organization by folders can lead to efficient locating of files when they are needed.
- That digital files can be stored locally.
- That digital files stored locally have limited access.
- The difference in cloud storage and cloud backup.
- That digital files stored in the cloud can be remotely accessed and may be shared for collaboration among parties if security rights are considered.
- That digital files stored in the cloud carry a risk of compromise.
- That companies offer services for a fee to back up and store digital files.
- That using a consistent and purposeful naming convention is critical to effective file organization.

Students are able to:

- Perform online research using credible sources.
- Identify publication awards.
- Cite findings of research.
- List exemplary practices for creating an award-winning publication.
- Develop guidelines for creating a publication using practices of award-winning publications.
- Identify digital publications, presentations, videos, and websites.
- Define content creation, layout, graphic design, editing, and publishing.
- Describe the processes involved in digital publications, presentations, videos, and websites, including creation of content, layout, graphic design, editing, and publishing.
- Use software available for multimedia, print, and digital projects. Examples include Microsoft Publisher, Adobe Indesign, Adobe Illustrator, and Adobe Photoshop.
- Design and create multimedia projects that are enhanced and interactive.
- State in their own words the features of commonly-used digital file formats associated with print and digital publications.
- Select the appropriate file format for use in a variety of digital publications.
- Convert multiple types of files using file conversion software.
- Select an appropriate conversion software based on availability, cost, purpose, and safety.
- Establish (or identify when provided by organization) an efficient file naming convention for digital files.
- Follow the established naming convention when saving and/or renaming digital files.

- Backup digital files and folders to an external hard drive.
- Backup digital files and folders to a USB drive.
- Backup digital files and folders to the cloud (online file management service).

Students understand that:

- Creators of quality (or award-winning) publications in print or digital format follow guidelines for creating a publication.
- Guidelines for creating a publication are industry-recognized standards that when applied and followed generally produce an acceptable product.
- National and international awards are presented for exemplary print and digital publications.
- The process for creating print and digital publications involves content creation, layout, graphic design, editing, and publishing.
- Creating print and digital publications is more than learning software to produce products.
- The features and tools are similar among software that is used in creating print and digital publications and multimedia projects.
- Multimedia refers to the incorporation of more than one type of media into a product.
- File formats are identified by extensions that are separated from the file name with a period.
- File formats are used by humans and software and thus hardware to identify its application association.
- File formats have individual characteristics.
- Digital file format describes the type and characteristics of a file.
- The appropriate or applicable digital file format is the most effective type of file for the purpose of the multimedia element.
- Multimedia incorporates a variety of media types. Therefore, a file format of a desired component may need to be converted.
- Conversion software is available for the purpose of changing the format of a file to another format. According to Neild, converting the format of a file is like translating a document into a different language so it can be read by an individual. Free conversion software is available, but the user must take precautions against downloading viruses, malware, adware, and other vicious software that may come with the software.
- Reasons for organizing digital files.
- A file organization process should be consistently followed.
- Methods for organizing files should be developed by an individual or organization at the outset of creating/saving files.
- Backing up files is a critical part of a risk management plan.
- Backing up files is a precaution against lost data.
- Backing up files can be to an external hard drive, a USB drive, or to an online file management platform (i.e., Cloud).
- Cloud storage is different from Cloud backup.

Unit Driving/Essential Question	<p>What guidelines are recommended to produce award-winning publications? What processes are involved in producing publications? How are digital files organized and stored? What file formats are used in digital media publications? How are file formats converted? What safeguards are necessary for digital file handling?</p>
Exemplar High Quality Unit Task	<p>Assign an appropriate project such as:</p> <ul style="list-style-type: none"> ● Periodic check of storage device. ● Create a table for sample file formats. Headings may include File Format, Acronym Stands For, Extension, Type of Program, and Samples. An example would be BMP, Bitmap, .bmp, Paint (raster), and a bitmap graphic. ● Create a summary of and give explanation for the most effective file type to use on a website based on given scenarios. For example, the scenario might be “Slideshow for a wedding maintaining images only on each slide.” An SVG file format would be effective because the file size should not be too large for the PowerPoint, but it needs to be large enough to prevent distortion when scaled. ● Review websites such as your district’s website, overstock.com, and bestbuy.com using a created checklist of criteria such as loading speed, quality of images, and overall user experience.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Research award-winning magazines, newspapers, and other print and digital publications and list exemplary practices to be used as guidelines for creating a publication</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Class discussion of research findings. • One-page containing graphics of research findings. <p>Summative:</p> <ul style="list-style-type: none"> • Create Exemplary Practices poster for classroom to use in projects during course. • Kahoot! for this unit. • Knowledge quiz for Key Vocabulary. • Scanned interview notes. 	<p>Use first days of class to give students a brief overview of digital media (combining text, graphics, video, audio, and/or animation in a distributable form that allows consumers to interact with on a digital device), to emphasize characteristics of a skilled digital master, and to discuss the opportunity to create a portfolio.</p> <p>Review internet research safety and how to recognize credible sources.</p> <p>Create a PowerPoint (or use one provided with an adopted textbook) for unit lecture and teacher demonstration. Introduce Key Vocabulary.</p>	<p>ELA: Write a brief summary of each practice on the list, using MLA (or another specified style) style for a Works Cited page.</p> <p>SCI: Analyze and incorporate data into an infographic that can be presented to the class.</p>	<p>Kahoot! login or free account creation: https://create.kahoot.it/</p> <p>Standalone publication (e.g., from Nestle https://clients.foleon.com/nestle/im-chef-hunter/welcome/)</p> <p>Resources: *Denotes material is on the CTE State-Adopted Textbook List for 2022.</p> <p><i>Digital Design 1A: Introduction.</i> eDynamic, 2022.*</p> <p><i>Digital Design 1B.</i> eDynamic, 2022.*</p> <p><i>Digital Media Fundamentals 1A:</i></p>

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		<p>Encourage students to take notes for reference while completing projects. Use quizzes to review concepts, to measure understanding, and to reinforce vocabulary. Use projects to assess competence in this unit.</p> <p>Locate in advance of class examples of magazines, newspapers and other print and digital publications considered to be “award winning.”</p> <p>Assign students to interview the school's newspaper, yearbook, television production sponsors and school's/district's web master. Create an interview guide for students to use during interviews. Demonstrate how to scan,</p>		<p><i>Introduction</i>, eDynamic, 2022.*</p> <p><i>Digital Media Fundamentals 1B: Producing for the Web</i>. eDynamics, 2022.*</p> <p>Costello, Vic. <i>Multimedia Foundations Core Concepts for Digital Design</i>, 2nd edition. Routledge, 2017.</p> <p>Crews, Tena B. and Karen Bean May. <i>Digital Media: Concepts and Applications</i>, 4th edition. Cengage Learning, 2017.</p> <p>Evans, Poppy and Mark A. Thomas. <i>Exploring the Elements of Design</i>, 3rd edition. Cengage Learning, 2013.</p>

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		<p>save, rename, locate, and open a paper document. Have students scan interview notes for future use (e.g., writing an article) and save according to classroom protocol for this course.</p> <p>Research in advance free subscriptions for digital publications. Have students subscribe to appropriate publications to monitor throughout the course.</p>		<p>Reding, Elizabeth Isner. <i>Adobe® Photoshop® Creative Cloud Revealed</i>, 1st edition. Cengage Learning, 2015.</p> <p>“(1) New Messages!” www.foleon.com. https://www.foleon.com/topics/how-to-start-your-own-online-magazine-from-scratch. (January 6, 2022).</p> <p>Hill, Beth. “Tone, Mood & Style–The Feel of Fiction.” The Editor’s Blog. https://theeditorsblog.net/2013/04/19/tone-mood-style-the-feel-of-fiction/#:~:text=Style%20as%20we%E2%80%99re%20defining%20it%20here%20is%20the,create%20mood%20and%20tone%2C%20</p>

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				the%20feel%20of%20fiction . April 20, 2013. (January 6, 2022).
Describe processes involved in producing digital publications, presentations, videos, and websites, including creation of content, layout, graphic design, editing, and publishing.	Formative: <ul style="list-style-type: none"> • Class discussion. • Q&A. • Exit ticket. Summative: <ul style="list-style-type: none"> • Quiz. • Implementation. 	Lecture with PowerPoint. Teacher demonstration. Class discussion. Individual and/or group internet research.	ELA: Write a short descriptive essay (including sources) about the processes involved in producing digital publications, presentations, videos, and websites, including creation of content, layout, graphic design, editing, and publishing. SCI: Students work in teams to devise an experimental group and control group to see how workers relate, conform, and practice policy and procedures.	
Design and create enhanced, interactive multimedia projects that	Formative: <ul style="list-style-type: none"> • Teacher observation. • I Do, We Do, You Do. 	Teacher demonstration of software and hardware.	ELA: Present multimedia projects.	

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utilize various computer software and hardware components.	Summative: <ul style="list-style-type: none"> • Rubric or checklist for project assignment.. 	<p>Class discussion of care for equipment and general features/uses of software including licensing and remote access. Reiterate that software applications for digital projects are similar—when you learn one in depth, you can transfer your knowledge and skill to another application very easily.</p> <p>Refer to posters or prior discussion created for Exemplary Practices for creating publications. Demonstrate use.</p> <p>Walk students through software/hardware use with activities such as drawing/inserting/formatting shapes (I Do, We Do, You Do).</p>		

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		<p>Make an assignment for an activity, which may be a group or individual project. Inform students of your expectation on naming files, where to save, how to submit, etc.</p> <p>Create a rubric or checklist for your assignment. Distribute to students with instructions.</p>		
<p>Explain the features of various digital file formats.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Q&A. <p>Summative:</p> <ul style="list-style-type: none"> • Knowledge quiz. • Class discussion. 	<p>Lecture with PowerPoint.</p> <p>Demonstration of file formats.</p> <p>Student note taking.</p> <p>Class discussion.</p> <p>If file extensions are not displayed on students' computers, walk them through steps for displaying them.</p>	<p>ELA: Write a brief explanatory essay about various digital file formats.</p>	

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		<p>Create a worksheet for File Types. Prepopulate with images representing different file types including the abbreviation (e.g., GIF). Have students research the file type and write at 2-3 characteristics or facts about that file type (e.g. GIF is an acronym for Graphics Interchange Format and was developed by CompuServe. Because GIFs are compressed and use only 256 colors, their file sizes are small.)</p>		
<p>Select the appropriate file format for use in a variety of digital publications.</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Matching (or other) game. <p>Summative:</p> <ul style="list-style-type: none"> ● Teacher observation. ● Student demonstration. ● Use during the course. 	<p>Kahoot! (created in advance of lesson).</p> <p>Have students create a matching game if software is available for doing this, or have them create a free account (e.g.,</p>		<p>Sign up for a account to create games (similar to Kahoot!) at https://www.educaplay.com</p> <p>Flippity.net (games used with Google Sheets templates)</p>

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		www.educaplay.com or Flippity). Question: <i>Why should a photograph for a Web page be saved as a JPG with a resolution of 640 x 480?</i>		
Convert multiple types of files using file conversion software.	Formative: <ul style="list-style-type: none"> Teacher observation. Summative: <ul style="list-style-type: none"> Student demonstration. Use during the course. 	Teacher demonstration of available software. (I Do, We Do, You Do) Stress that files should always be saved in their <i>native (default)</i> format before saving into another format. Native file formats provide more editing options. Provide students with a JPG file or have them download one of their choice. Have students convert the JPG to different formats. Create a table with three columns: graphic, type, evaluation. Have students complete		Nield, David. "How to Convert Any File to Any Format." www.popsci.com . https://www.popsci.com/convert-any-file-to-any-format/ . (January 6, 2022).

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		their tables with their own assessments of the files they saved/converted.		
Demonstrate methods of organizing and backing up files using file system folders and online file management services.	Formative: <ul style="list-style-type: none"> • Teacher observation. • Knowledge check quiz. • Checklist • Answer the question, “What would happen if you disappeared or quit working?” Summative: <ul style="list-style-type: none"> • Student demonstration. • Use during the course. 	Determine name scheme, storage medium/location, and back up schedule/plan before this lesson. “Folders and subfolders are used to organize e-files systematically on a hard drive. A structural hierarchy is formed by nesting (the act of placing one folder inside another). The folder at the top of a nested collection of subfolders is called the <i>root</i> or <i>parent folder</i> .” (Costello, 2017). Teacher instruction with visual (slide, poster, SmartBoard, whiteboard) for directions and	ELA: Write a brief explanatory essay about different methods of organizing and backing up files using file system folders and online file management services	Microsoft 365 Team. “11 Ideas for How to Organize Digital Files.” www.microsoft.com . https://www.microsoft.com/en-us/microsoft-365/business-insights-ideas/resources/11-ideas-for-how-to-organize-digital-files , June 15, 2021. (January 6, 2022). Rastogi, Tonya. “X Reasons Why You Should Always Backup Your Data?” www.techgeekers.com . https://techgeekers.com/reasons-backup-data/#2_Allows_You_To_Organize_Your_Files

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		<p>expectations during course.</p> <p>Teacher demonstration (I Do, We Do, You Do).</p> <p>Create a graphic using shapes to illustrate structural hierarchy of a systematic e-file system.</p>		<p>Better, May 13, 2020. (January 6, 2022).</p>

Key Vocabulary

award-winning, print publications, digital publications, guidelines for creating publications, digital magazine, online magazine, ezine, webzine, digital edition, digital publication, magazine app, online magazine formats, standalone publication, Native apps for iOS and Android (e.g., Economist), part of a subscription (e.g., Zinio or Kindle Newsstand), HTML5 magazines, PDF, flipboard, processes, digital publications, presentations, videos, websites, content creation, layout, graphic design, editing, publishing, storyboard, design steps, software, Microsoft Publisher, Adobe Indesign, Adobe Illustrator, Adobe Photoshop, Gimp, Canva, Adobe Premiere Pro, Windows Movie Maker, iMovie, hardware components for multimedia, HEIF (High-Efficiency Image File; used by latest iOS; like an updated JPG), JPEG (Joint Photographic Experts Group), TIFF (Tagged Image File Format), RAW, DNG (Digital Negative Format), PNG (Portable Network Graphics), GIF (Graphics Interchange Format), BMP (Bitmap Image File), PSD (Photoshop Document), WMV (Windows Media Video), 3GP (Cell Phones), AVI (Windows), MOV (Mac), MP4 (iPod/PSP), MPEG, Mp3 (MP3), WMA (Windows Media Audio), WAV, RA, RAM, RM (Real Audio), Mid (MIDI - Musical Instrument Digital Interface), OGG, Pub (Microsoft Publisher), INDD (Indesign), Ai (Illustrator), PDF (Portable document format), convert/conversion, file conversion software, Adobe Acrobat Pro, free software (use with caution), conversion software for sale, Pixillion (converts HEIF to JPG), anti-virus

protection/precautions with free software, file organization (See Microsoft 365 Team post for suggestions.), backing up files, file system folder, online file management services, external hard drive, USB drive, cloud storage, cloud backup, data retrieval, recovery

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker, virtual tour, or virtual interview with Journalism or Digital Media employers or college representatives.
Tour or virtual tour of local newspaper production facility, television station, or college broadcasting/radio studio.
Guest speaker from television station.
Attend a conference or workshop designed for journalists, school newspapers, and/or yearbooks.
Job shadow local news person or district's public relations specialist.

CTSO Connection:

FBLA competitive events such as Computer Problem Solving, Computer Applications, Digital Publishing, Graphic Design, Digital Video Production, UX Design.
DECA competitive events such as Principles of Marketing, Marketing Communications, Integrated Marketing Campaign events.
Create digital publications for CTSO membership drive and other events.
Submit entries to national requests for theme, CTE month videos, and other digital design opportunities.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Unit 3 Title: Digital Photography

Content Standards

5. Utilize a variety of equipment to create and import digital images.
6. Demonstrate the basic techniques of digital photography.
 - 6a. Utilize the rules of composition when creating photographs for publication.
 - 6b. Demonstrate proper use of digital-imaging software and equipment to edit photographs.
 - 6c. Compare and contrast similar or related photographs to determine which would be most effective on a published page.

Unpacked Learning Objectives

Students know:

- Various types of equipment that can be used to create and import images with the appropriate software or app.
- How to use a digital camera, a scanner, and a smart device to create and import digital images.
- How to create and import a still image from a video file. (See Standard AL.CT21.BMA.DP.21a.)
- The basic techniques of photography.
- How to apply the basic techniques of photography when using digital cameras, smart devices, and scanners.
- The definition of composition as related to photographs.
- The rules of composition for photography.
- The characteristics of photographs in which the rules of composition have been successfully applied.
- The definition of digital-imaging software.
- How to use the features and tools of the selected digital-imaging software using the available hardware to edit photographs.
- How to compare and contrast.
- How to analyze photographs for similarities and differences.
- How to select effective photographs to convey a message on a published page.

Students are able to:

- Use a variety of equipment such as digital cameras, scanners, and smart devices to create and import images with appropriate software or apps.
- Identify the effective use of basic techniques of photography in example photographs.
- Apply the basic techniques of photography in taking their own photographs.
- Use the rules of composition when taking their own photographs for publication.
- Incorporate the rules of composition when editing photographs for publication.
- Use the features and tools of the selected digital-imaging software on the available hardware to edit photographs.
- Compare and contrast photographs to determine the most effective photographs to use on a published page.

Students understand that:

- Equipment used to create and import digital images requires appropriate software.
- Digital photography equipment—especially as part of a smart device—is constantly changing.
- A still shot can be extracted from a video.
- The basic techniques of photography should be applied for effective photographs.
- Photography composition refers to what should be included and left out of a photograph.
- Forethought must be given to the message to be communicated through the photograph before the picture is taken.
- Rules of composition apply to taking and to editing photographs.
- “Imaging software is a type of graphic design software used to create, edit and manipulate images on a computer. Imaging software is designed to work on photographs for images created by digital cameras, camcorders or related devices. Imaging software may also be called digital imaging software or image editing software.” (Techopedia, 2022)
- Features and tools of one digital-imaging software generally transfer to other digital-imaging software.
- Effective photographs convey the appropriate message.
- Effective photographs are audience-appropriate.

<p>Unit Driving/Essential Question</p>	<p>How are digital images created and imported? What are still shots and how are they created/achieved? What is the purpose of a photograph? What is digital imaging software and how is it used? How are quality photographs achieved?</p>
<p>Exemplar High Quality Unit Task</p>	<p>Assign an appropriate project such as</p> <ul style="list-style-type: none"> ● Organize a photo contest to submit your best photo. ● Create a picture board that tells a story.

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<p>Use a variety of equipment to create and import digital images. <i>Examples: Digital cameras, scanners</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation. Game for Key Vocabulary. <p>Summative:</p> <ul style="list-style-type: none"> Application. Knowledge check for Key Vocabulary. 	<p>Teacher demonstration and guided practice (I Do, We Do, You Do).</p> <p>Introduce Key Vocabulary.</p> <p>Create a worksheet for students to create/import digital images for given descriptions (e.g., Aquatic Science with photos to define, state one historical fact, careers).</p> <p>Explore the equipment (camera, scanner, smart device) that you plan to use in class. Create an artboard with an image and explanation of your exploration of the device.</p>		<p>Digital camera Scanner USB drive or other external storage media Cloud storage Artboards of various sizes Student computers Software applications Teacher computer Display system Internet access</p>

<p>Demonstrate the basic techniques of digital photography.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Student demonstration to teacher. <p>Summative:</p> <ul style="list-style-type: none"> • Quality photographs. 	<p>Teacher lecture/demonstration with PowerPoint and equipment..</p> <p>Discuss basic techniques.</p> <p>Select videos to watch from YouTube.</p> <p>Make specific assignments for photographs (people, landscapes, objects), share, evaluate. Ideally, have a checklist or rubric for students to use in critiquing classmates' photographs.</p>	<p>ELA: Write a brief explanatory essay about the basic techniques of digital photography.</p>	<p>Digital camera Scanner USB drive or other external storage media Cloud storage</p> <p>Zhang, Michael. "5 Basic Photography Techniques Every Beginner Should Know." Petapixel, September 10, 2020. https://petapixel.com/2020/09/10/5-basic-photography-techniques-every-beginner-should-know/. (January 7, 2022).</p>
<p>Utilize the rules of composition when creating photographs for publication.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Kahoot! • Exit ticket. <p>Summative:</p> <ul style="list-style-type: none"> • Worksheet.. • Photographs. 	<p>Lecture/demonstration with PowerPoints and equipment.</p> <p>Identify rules of composition (Focal Point, Rules of Thirds, Background, Unifying Elements, Distance).</p> <p>Display a photograph for students to evaluate against rules of composition (e.g., Was the rule of thirds applied? Is the focal point obvious? Is there a good background or is it distracting? Are</p>		<p>"What are the 6 Rules of Composition?" Blog.. Drinksavvyinc, https://drinksavvyinc.com/blog/what-are-the-6-rules-of-composition/#:~:text=%20What%20are%20the%206%20rules%20of%20composition%3F,5%20High%20or%20low.%206%20Reflect.%20More%20</p> <p>Mishra, Jenn. "21 Most Important Rules of Composition of Photography." Expert</p>

		<p>there any unifying elements in the image? Is the distance from the focal point appropriate?</p> <p>Rules of composition may vary depending on source but should contain basics. Have students research <i>rules of composition</i> and record comparisons using a Venn Diagram that the student creates with shapes in Word or other applications.</p> <p>Have students complete a digital worksheet in the form of a table with columns for Composition, Good Example, Good File Name, Poor Example, Poor File Name. The Composition column should be filled with Focal Point (A2), Rules of Thirds (A3), Background (A4), Unifying Elements (A5), and Distance (A6). Students add photographs they have taken to illustrate each rule and evaluated as “good” and as “bad”. You can use this exercise to confirm students are following naming</p>		<p>Photography, 2021-2022. https://expertphotography.com/rules-of-composition/#:~:text=21%20Most%20Important%20Rules%20of%20Composition%20in%20Photography,the%20Best%20Orientation%20for%20the%20Scene.%20More%20items. (January 7, 2022).</p>
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		conventions established for the course. Question: <i>What decisions must you make when composing an image?</i>		
Demonstrate proper use of digital-imaging software and equipment to edit photographs.	Formative: <ul style="list-style-type: none"> Teacher observation Summative: <ul style="list-style-type: none"> Evaluation of assignment 	Teacher demonstration. Class discussion. Research software and mobile apps currently used for personal and commercial editing. Compare features, price, system requirements. Identify software and equipment that will be used in class. Used guided practice to teach students how to use software (I do, We do, You do). Make an assignment to demonstrate knowledge and use.		Techopedia. "Imaging Software: What is Imaging Software?" Techopedia, 2022. https://www.techopedia.com/definition/24765/imaging-software#:~:text=Imaging%20software%20is%20a%20type%20of%20graphic%20design,called%20digital%20imaging%20software%20or%20image%20editing%20software . (January 7, 2022).
Compare and contrast similar or related photographs to determine which would be most effective on a published page.	Formative: <ul style="list-style-type: none"> Class discussion Summative: <ul style="list-style-type: none"> Printed age from assignment/checklist or rubric 	Lecture/demonstration with PowerPoint. Explain that elements in an image overlap in a way that makes it difficult for the eyes to separate them. (Mishra, 2021-2022) Identify qualities (size, color, resolution) of	ELA: Write a brief compare and contrast essay about similar or related photographs to determine which would be most effective on a published page. SCI: Create questionnaires and devise work samples through inferences,	

		<p>photographs for print publication. Explain stock photography (definition, pricing, copyrights, sources). Have students locate examples and identify whether they can be used in projects.</p> <p>Display similar or related photographs and guide students through comparing and contrasting.</p> <p>Create a page in Publisher or another application that can be used for a printed published page. Include at least two photographs. Evaluate against checklist/rubric.</p> <p>Question: <i>Why is it important to understand the relationship of megapixels to cameras?</i></p>	<p>observations, and collecting data.</p>	
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Key Vocabulary

digital images, import (images), create (images), scanner, digital camera, smart devices, techniques of photography, subframing, color theory, negative space color blocking, composition, rules of composition (photography), rule of thirds, rule of odds, fill the frame, suitable depth, orientation, straighten lines, leading lines, diagonal lines, use of light, negative space, symmetry and visual balance, perspective, left-to-right movement, golden ratio, patterns and repetitions, relationship between elements, simplify to capture the essence, framing, layering, avoid mergers, distractions, digital-imaging software, Adobe Photoshop, Adobe lightroom, IOS and Android apps, digital-imaging hardware, PCS, MACS, smart devices, tablets, compare, contrast, photographs

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speakers such as professional photographer, freelance photographer, or news reporter/camera person.
Job shadow a photographer.
Interview visual arts teacher, yearbook sponsor, or photography teacher.

CTSO Connection:

Serve as photographer for a CTSO event or meeting.
FBLA competitive events such as Digital Video Production, Graphic Design, Publication Design, Website Design.
DECA competitive events such as Principles of Marketing, Marketing Communications, Integrated Marketing Campaign events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Unit 4 Title: Publishing

Content Standards

7. Explain the importance of setting design goals for publications.
8. Select design elements and content based upon the purpose, message, and audience for a publication.
9. Produce original, creative, professional, and appealing publication layouts.
10. Design page layouts with appropriate proportions, balance, and typography.
 - 10a. Demonstrate techniques for text wrapping, creating sidebars and borders, and inserting drop caps.
11. Demonstrate effective writing skills in the development of publications.
 - 11a. Take complete, concise, and accurate notes during meetings and interviews.
 - 11b. Write and edit stories and cutlines according to the style selected by a particular publication.
12. Analyze images for visual, spatial, and functional differences.
13. Create publication grids for effective layout of various types of pages.
14. Explain the concepts of copyright, libel, trademark, and fair use as they apply to print and digital publications.
15. Explain the concepts of censorship as they apply to creating a publication.
16. Proofread and correct finished publications.
17. Meet deadlines, multitask, and prioritize as needed to produce a publication in an efficient and timely manner.
18. Produce a finished, edited publication for a particular audience or purpose.
 - 18a. Distribute a publication in electronic and/or printed versions.

Unpacked Learning Objectives

Students know:

- That design goals help us stay focused on what has been identified as the most important aspect of a publication.
- Design goals are the criteria for comparing alternative products and evaluating quality (Spacey, 2018).

- The importance of setting design goals for publications.
- Design elements.
- How to identify the intended purpose, message, and audience of a proposed publication.
- How to apply design elements to a publication after considering the intended purpose, message, and audience.
- How to select content after considering the intended purpose message, and audience.
- The differences among types of layouts available for print and digital publications.
- The meaning of professional as it relates to publications.
- The meaning of appealing as it relates to publications.
- The difference between an original publication layout and a template layout.
- The definitions of page layouts, proportions, balance, and typography.
- Options for page layouts.
- Options for proportions.
- Options for balance.
- Options for typography.
- How to use the tools of design software to produce text wrapping, sidebars, borders, and drop caps in publications.
- The definitions of text wrapping, sidebars, borders, and drop caps.
- That effective writing skills are essential for creating professional and appealing publications.
- How to write to communicate a message to an intended audience.
- How to apply effective writing skills.
- The criteria for evaluating writing.
- Meetings and interviews with stakeholders of a digital or print publication project are essential for determining the purpose, message, and audience of the publication.
- Notes of meetings and interviews should be complete (through) concise (not wordy), and accurate (correct).
- Practice is required to become a proficient notetaker.
- The evaluation of the quality of notes taken in meetings and interviews is determined by usability in the development and creation of the publication.
- The definition of outline.
- How to write stories in first-, third-, alternating-, and second-person narrative.
- How to identify an author's style.
- How to apply an author's style based on the desired style for a particular publication.
- The definitions of visual, spatial, and functional in relation to photographs, artwork, shapes, and icons in a publication.
- The definition of grid as related to publications.
- The types of pages available for publications.
- The tools and features of the available software.
- The definitions of various types of intellectual property including copyright and trademark.
- The definition of and penalties for copyright and trademark infringement.
- The definition of libel.
- The definition of fair use as it relates to intellectual property and how to apply it to their own publications and distribution.

- That a publication does not have the right to disseminate false information.
- That some content is or may be inappropriate for certain age groups or individuals.
- That content should not be used for illegal purposes.
- That content should not contribute to hate speech or discrimination.
- Censorship has pros and cons.
- How to use reviewing features of publication software.
- How to manually mark edits and proposed changes to print publication drafts.
- How to edit documents and projects.
- How to recognize errors, omissions, incomplete information, misleading statements, and inappropriate information in a publication draft.
- That deadlines have purpose and should be adhered to.
- That the creation process involves multitasking and prioritizing.
- Not meeting deadlines impacts all stakeholders and the creation process.
- Consequences for failing to meet deadlines can be costly.
- The definitions of deadline, multitasking, and prioritizing as related to production of a publication.
- That a publication is designed for an intended audience and purpose.
- That identifying the purpose, message, and audience of a proposed publication is part of the development process and involves all stakeholders.
- That meeting and interview note taking should document the message, audience, and purpose of the publication.
- How to use software to produce a finished, edited publication for a particular audience or purpose.
- How to write and create a finished, edited publication for a particular audience or purpose.
- How to distribute electronic and/or printed publications according to legal and ethical guidelines.

Students are able to:

- State in their own words the importance of setting design goals for publications.
- Apply appropriate design elements to a publication after considering the intended purpose, message, and audience.
- Select appropriate content after considering the intended purpose message, and audience.
- Identify the use of publication layout templates when looking at example publications.
- Identify original publication layouts when looking at example publications.
- Define and apply creative, professional, and appealing criteria to their own publication layouts.
- Produce their own original, creative, professional, and appealing publication layouts.
- Design page layouts that contain appropriate proportions, balance, and typography.
- Use borders, text wrapping and drop caps in publications created through design software.
- Create sidebars and borders in publications created through design software.
- Write their own content during the development phase of a publication.
- Write content that is accurate, meaningful, concise, and grammatically correct.
- Take meeting and interview notes that are thorough, concise, and correct for use in subsequently creating professional, appealing, and acceptable print and digital publications.
- Write and edit stories according to the style chosen by a particular publication.

- Write and edit cutlines according to the style chosen by a particular publication.
- Identify visual, spatial, and functional differences in and among photographs, artwork, shapes, and icons.
- Explain in their own words the visual, spatial, and functional differences identified in photographs, artwork, shapes, and icons.
- Make publication grids for effective layout of different types of pages.
- Explain in their own words the concepts of intellectual property known as copyright and trademark as they apply to print and digital publications.
- Explain in their own words the meaning of libel as it applies to print and digital publications.
- Explain in their own words the concept of fair use as it applies to print and digital publications.
- Define censorship as it applies to publications.
- Explain in their own words the concepts of censorship as they apply to creating publications.
- Read finished publications for grammatical correctness, correct spelling and word choice, content accuracy, layout, formatting, original content, and citations.
- Identify plagiarism, grammatical errors, content inaccuracy, misspellings, incorrect word choice, typographic errors, layout, formatting, and citation errors in finished publications.
- Correct copyright or trademark infringements, grammatical errors, content inaccuracy, misspellings, incorrect word choice, typographic errors, layout, and formatting errors in finished publications using editing features of publications software.
- Proofread and markup needed edits in a hard copy of a finished publication.
- Adhere to deadlines.
- Multitask.
- Prioritize.
- Recognize a need for assistance and/or extension in advance of the deadline.
- Request help and/or time extensions in advance of a deadline.
- Produce a finished, edited publication designed for a particular audience and/or purpose.
- Distribute electronic and/or printed publications according to legal and ethical guidelines.
- Follow steps to distribute electronic and/or printed publications to the intended recipients for review and/or the intended audience if final distribution.

Students understand that:

- Design goals help us stay focused on the important aspects of a publication that is being created.
- Setting design goals establishes a framework for the publication.
- Design elements are chosen based on the intended purpose, message, and audience for a publication.
- Content is chosen based on the intended purpose, message, and audience for a publication.
- An original publication layout is not based on a template.
- At first glance, the criteria of creative, professional, and appealing are subjective. However, these criteria have general definitions that can be applied when evaluating publication layouts.
- Proportion, balance, and typography are elements of design.
- Page layout quality is evaluated based on several factors including proportion, balance, and typography.
- Most design software contain tools for text wrapping, creating sidebars and borders, and inserting drop caps.

- Text wrapping, sidebars, borders, and drop caps are options for increasing the appeal of a publication.
- Effective writing skills is generally defined as communication that is clear, concise, complete, and correct.
- Texting “language” is inappropriate in publications and the professional world.
- Meetings and interviews with stakeholders of a digital or print publication are essential for determining the purpose, message, and audience of the publications.
- Notes of meetings and interviews can be used as a rubric to evaluate the project during publication and upon completion.
- A cutline is the caption to a photograph or illustration.
- “A writer’s style is evident in his use of diction-word choices-and syntax-word order and sentence construction. A style is the writer’s method to create mood and tone, the feel of fiction.” (Hill, 2013).
- Visual, spatial, and functional differences can be used to design publications that are creative and original.
- Recognition of visual, spatial, and functional differences in photographs, artwork, shapes, and icons is essential for being able to analyze these.
- A publication grid creates structure and organization for a publication page.
- Creating a custom grid can save time.
- Scaling is achieved through a vertical grid.
- Adobe InDesign and Microsoft Publisher are examples of two applications that utilize grids for effective layout.
- Penalties are imposed for copyright and trademark infringement, which are crimes under federal law.
- Intellectual property laws protect ownership of creative works and brands.
- The fair use concept applies to copying, reproduction, and distribution of copyrighted materials.
- Libel is the crime of printing a false statement that damages a person’s reputation. It is written defamation.
- Censorship is used to prevent dissemination of disturbing, objectionable, and false or misleading information.
- An argument for censorship is that it keeps disturbing or inappropriate content from being seen, heard, or read.
- Two arguments against censorship are that it infringes upon personal rights and that it impedes creativity and exposure to new ideas.
- A publication is not truly “finished” until it is proofread, edited, and proofread again.
- A finished publication should be free of content, grammatical, spelling, and layout, and formatting errors and contain original content or content that adheres to copyright and trademark protections.
- Deadlines serve a purpose and should be adhered to.
- The creation process involves multitasking and prioritizing.
- Assistance or a request for extended time may be needed for some publications. These should be requested upon discovery and not at the deadline.
- A finished, edited publication appropriately and adequately communicates a message for the intended audience and/or purpose.
- Distribution involves following legal and ethical guidelines.
- Distribution may involve an administrative approval as the first step of distribution.
- Final distribution gets the publication to the intended audience.
- Different avenues of distribution are used for electronic and printed publications.

Unit Driving/Essential Question	<p>What are the elements of design? What is the importance of setting design goals for publications? How do I produce original, creative, professional, and appealing publications that address the target audience and communicate the intended message? How do I achieve “well-written” stories and cutlines? How do I use all components of media to achieve effective results?</p>
Exemplar High Quality Unit Task	<p>Assign an appropriate project such as producing a brochure for given criteria.</p>

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Explain the importance of setting design goals for publications.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Collaboration and teamwork • Exit ticket for 3 P's • Proofreading activity <p>Summative:</p> <ul style="list-style-type: none"> • List of goals for assigned brochure • Knowledge quiz 	<p>Discuss the Three P's of the Production Process—Pre Production, Production, and Postproduction.</p> <p>Discuss expectations for publications including the need to proofread, meeting deadlines, quality, and adhering to intellectual property laws. Introduce Key Vocabulary.</p> <p>Lecture with PowerPoint to reinforce Key Vocabulary and concepts. Transition to setting goals by incorporating the old adage in advertising, “If you aim at nothing, you will hit it every time.”</p>	<p>ELA: Write a brief explanatory essay about the importance of setting design goals for publications.</p>	<p>Large wall tablets for group work and posting Markers</p> <p>Spacey, John. “39 Examples of Design Goals.” https://simplicable.com. https://simplicable.com/new/design-goals, November 28, 2018. (January 6, 2022).</p>

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		<p>Group students. Assign each group a job to create. Provide groups with the rubric or evaluation checklist. All groups could be given the task of creating a brochure with each group assigned a different purpose or audience. Instruct groups to set design goals for their task and report to class during class discussion. Post goals for future use.</p> <p>Question: <i>Why is it important to clean up widows and orphans and fine tune punctuation marks before declaring your work finished?</i></p>		
Select design elements and content based upon	Formative: <ul style="list-style-type: none"> • Kahoot! or other game 	Lecture with PowerPoint to include elements of		<i>Color wheel - color theory and calculator Canva</i>

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
the purpose, message, and audience for a publication.	Summative: <ul style="list-style-type: none"> Group work and progress 	design (balance, rhythm, emphasis, and unity) and using a grid. Discuss RGB, CMYK, and HSB and color theory. Continue with group work for brochure assignment. Students make decisions about design elements and content for their assigned brochure. Question: <i>How do age, gender and culture of the person affect the message of the publication?</i>		<p>Colors: https://www.canva.com/colors/color-wheel/</p> <p>Color wheel, a color palette generator Adobe Color: https://color.adobe.com/create/color-wheel</p> <p>“Design Elements and Principles.” www.canva.com. https://www.canva.com/learn/design-elements-principles/. (January 6, 2022).</p>
Produce original, creative, professional, and appealing publication layouts.	Formative: <ul style="list-style-type: none"> Guided practice Teacher observation Knowledge quiz 	Lecture with PowerPoint to include layout options.		Software such as Adobe InDesign or Microsoft Publisher.

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
	Summative: <ul style="list-style-type: none"> • Brochure evaluated with checklist/rubric 	Lecture with PowerPoint/screen display for types of page layouts. Discuss software applications used in the desktop publishing industry (e.g., QuarkXPress, Adobe InDesign). Teacher demonstration and guided practice of desktop publishing software used in the classroom (I do, We do, You do). Move into the Production Phase. Produce brochures as a group or individually using pre-production plans.		
Design page layouts with appropriate proportions,	Formative: <ul style="list-style-type: none"> • Classwork/worksheets 	Lecture with PowerPoints and		

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balance, and typography.	<p>Summative:</p> <ul style="list-style-type: none"> • Brochure evaluated with checklist/rubric 	<p>teacher demonstrations to cover typography, proportions, and balance. Share professional examples. Identify fonts that are appropriate for print titles, print text, web titles, and web text. Define <i>serif</i> and <i>sans serif</i> in addition to their uses.</p> <p>Discuss and demonstrate uses of type, size, color, and spacing on text. Illustrate readability (affects each letter) and legibility (affects the text as a whole). Be sure students know how to make changes in software.</p> <p>Have students open an appropriate template in</p>		

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		<p>Publisher to allow for four blocks approximately equal to quadrants or cards (4 to a page). Add borders and/or fill if desired. Title the boxes Favorite Title Print Fonts, Favorite Text Print Fonts, Favorite Title Web Fonts, and Favorite Text Web Fonts. Instruct students to create a bulleted list in each box with the font name applicable to the quadrant. The text should match the font name (i.e., Arial should be in Arial font).</p> <p>Have students post answers to a discussion board, chat, or Schoology comment. Proposed questions: <i>What is the difference</i></p>		

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		<i>between a typeface and a font? What elements go into making text readable? What if different typefaces of the same size take up the same space?</i>		
Demonstrate techniques for text wrapping, creating sidebars and borders, and inserting drop caps.	Formative: <ul style="list-style-type: none"> Knowledge check of terms. Demonstration. Teacher observation. Summative: <ul style="list-style-type: none"> Produced brochure. 	Lecture with PowerPoint and teacher demonstration. Discuss vector and raster. Continue brochure assignment as group or individual work.		Google Drawings is an example of web-based drawing tools/software. https://docs.google.com/drawings/d/1o5x11OeGdTaQo52
Demonstrate effective writing skills in the development of publications.	Formative: <ul style="list-style-type: none"> Writing assignments/assessments Proofing own work and work of others (catching mistakes and recommending edits). 	Discuss this learning objective with Language Arts teachers. Request a checklist or rubric for effective writing. Review data to assess writing skills of students in the class.		Hill, Beth. "Tone, Mood & Style–The Feel of Fiction." The Editor's Blog. https://theeditorsblog.net/2013/04/19/tone-mood-style-the-feel-of-fiction/#:~:text=

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	Summative: <ul style="list-style-type: none"> Increasingly more difficult writing assignments. Brochure text. Checklist. 	Lecture with PowerPoints and class discussion. Reiterate grammar and punctuation. Remind students they are not texting friends. Assign discussion questions for the unit and/or a variety of contemporary topics for students to practice effective writing skills. Require students to key the majority of their writing. Instruct groups to begin writing text for brochure assignments.		Style%20as%20we%E2%80%99re%20defining%20it%20here%20is%20the,create%20mood%20and%20tone%2C%20the%20feel%20of%20fiction. April 20, 2013. (January 6, 2022).
Take complete, concise, and accurate notes during meetings and interviews.	Formative: <ul style="list-style-type: none"> Worksheet. Exit slip. Role play activity. 	Locate applicable how-to videos for this objective. Consider using study-strategy instructions and	ELA: Use CLOZE notes or another Graphic Organizer to take complete, concise, and accurate notes during meetings and interviews.	You Tube

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	Summative: <ul style="list-style-type: none"> Incorporation into a project. 	<p>booklets for note-taking tips.</p> <p>Discuss how to schedule, prepare for, dress for, conduct, conclude, and follow up an interview.</p> <p>Role play an interview (teacher with student).</p> <p>Pair students and role play a second interview. Scan interview notes and save as a PDF for future reference.</p> <p>Role play a client meeting in front of the class. Have students take notes. After the role play, ask questions that have specific answers based on the role played meeting. Evaluate responses to</p>		

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		determine the notes are complete, concise, and accurate.		
Write and edit stories and cutlines according to the style selected by a particular publication.	Formative: <ul style="list-style-type: none"> Short writing assignments. Summative: <ul style="list-style-type: none"> Finished brochure. 	Define cutline and style. Assign stories to be written for [____]. Have other students edit paper versions and through shared documents (collaborate). Write and edit stories/articles and cutlines for brochure assignment.		
Analyze images for visual, spatial, and functional differences. Examples: Photographs, artwork, shapes, icons	Formative: <ul style="list-style-type: none"> Teacher observation. Summative: <ul style="list-style-type: none"> Select appropriate graphics for the group brochure project. 	Define visual, spatial, and function. Identify differences among images as a class.	ELA: Write analysis paragraphs about images for visual, spatial, and functional differences. Examples: Photographs, artwork, shapes, icons	

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Create publication grids for effective layout of various types of pages.	Formative: <ul style="list-style-type: none"> Teacher observation. Summative: <ul style="list-style-type: none"> Products using effective layout. Checklist/rubric. 	Review the concept of using a grid and how to activate the tools in the software being used. Teacher demonstration and guided practice (I do, We do, You do). Make additional publication assignments such as a newspaper, magazine, or flyer.		"Utilizing Grids in Print Design." DesignShack.net. https://designshack.net/articles/layouts/utilizing-grids-in-print-design/#:~:text=Grids%20%20which%20create%20structure%20and%20organization%2C%20are%20used,from%20day%20to%20day%20and%20page%20to%20page .
Explain the concepts of copyright, libel, trademark, and fair use as they apply to print and digital publications.	Formative: <ul style="list-style-type: none"> Knowledge quiz. Kahoot! Summative: <ul style="list-style-type: none"> Avoid intellectual property law violations in created work. Explain intellectual property concepts using effective writing skills. Checklist/rubric/web checker clearance. 	Lecture with PowerPoint. You Tube or other videos to explain concepts. Demonstrate websites that check for plagiarism.	ELA: Write a brief explanatory essay about the concepts of copyright, libel, trademark, and fair use as they apply to print and digital publications.	

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		<p>Create games or Kahoot! to review concepts.</p> <p>Invite the school's library media specialist to speak to class. Have students use a note taking guide and follow up by practicing effective writing skills in an article summarizing the presentation.</p>		
<p>Explain the concepts of censorship as they apply to creating a publication.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Exit ticket. <p>Summative:</p> <ul style="list-style-type: none"> Produce publications that clear censorship. 	<p>Lecture with PowerPoint.</p> <p>YouTube or other videos to explain the concept of censorship.</p> <p>Invite a guest speaker from the local library or literary guild to speak in person or virtually about censorship.</p>	<p>ELA: Write a brief explanatory essay about the concepts of censorship as they apply to creating a publication.</p>	<p>Halbrooks, Glenn. "How Media Censorship Affects the News You See." ThoughtCo, Sep. 8, 2021, https://www.thoughtco.com/how-media-censorship-affects-the-news-you-see-2315162. (January 6, 2022).</p> <p>Miller, Ken. "19 Biggest Pros and Cons of Censorship." Future of</p>

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				Working, 2022, https://futureofworking.com/11-biggest-pros-and-cons-of-censorship/ . (January 7, 2022).
Proofread and correct finished publications.	Formative: <ul style="list-style-type: none"> Practice assignments Summative: <ul style="list-style-type: none"> Error-free production 	Proofreading was introduced at the start of the course and reinforced throughout all projects. For students needing remedial work, use proofreading exercises such as the ones found at https://www.proofreading-course.com/proofreading-exercises.html		
Meet deadlines, multitask , and prioritize as needed to produce a publication in an efficient and timely manner.	Formative: <ul style="list-style-type: none"> Remedial reading/lessons. Summative: <ul style="list-style-type: none"> Teacher observation. Meeting deadlines. Completing projects. 	These work habits were discussed at the start of the course and reinforced throughout all projects. For students needing additional training, use materials		

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		such as those found at Time Management: 5 Effective Multitasking Tips from Time Management Courses (timemanagementtraining.com), https://www.timemanagementtraining.com/time-management-training-5-Effective-Multitasking-Tips-from-Time-Management-Courses.html .		
Produce a finished, edited publication for a particular audience or purpose.	Formative: <ul style="list-style-type: none"> Teacher observations. Checklists. Summative: <ul style="list-style-type: none"> Finished products that can be used. 	Assign projects for independent work. Use textbooks, FBLA event prompts, and internet searches for ideas. Consider live work for the school, organizations, and community organizations.		

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Distribute a publication in electronic and/or printed versions.	Formative: <ul style="list-style-type: none"> Knowledge check. Summative: <ul style="list-style-type: none"> Distribution confirmation. 	Discuss distribution methods including distribution services. Utilize at least one method to distribute a product/assignment created in class.		

Key Vocabulary

design goals, purpose of design goals, importance of design goals, elements of design, content, purpose (of publication), message (of publication), audience (of publication), fixed layout, responsive design principles, reflowable layout, original (compared to template), professional appealing, print, ePublication, layouts, “appropriate”, proportions, balance, typography, techniques, text wrapping, sidebars, borders, drop caps, design software, effective writing, criteria to judge effective writing, intended purpose, message, and audience of publication, meetings, interviews, complete, concise, accurate, notes, write, edit, story, outline, narrative style, author’s style, images, photograph, artwork, shapes, icons, visual, spatial, function, grid, layout, page types, grid terminology, column inch, cutter, jump, rail, modular grid, vertical grid, Adobe inDesign
Microsoft Publisher, grid template, intellectual property, copyright, trademark, infringement, libel, fair use, censorship, banned (as in banned books), First Amendment Rights, protection of society or individuals, personal freedom, proofread, correct, proofreader’s marks, track changes, comments, editing, draft, markup, hard copy, deadline, multitask, prioritize, finished, edited publication, audience, purpose, distribute or distribution, electronic, print

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Incorporate live work from school, teachers, and community for assignments.

Create flyers, programs, brochures, and other publications for school and/or community events (e.g., programs for beauty walk).

CTSO Connection:

Create publications for CTSOs.

FBLA competitive events such as Desktop Publishing, Graphic Design, Website Design.

DECA competitive events for marketing.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Unit 5 Title: Video Production

Content Standards

19. Demonstrate the ability to execute the steps in the digital video pre-production process.
 - 19a. Identify segment type, audience, and genre.
 - 19b. Create a script and storyboard appropriate to the needs of the production.
20. Demonstrate the ability to successfully complete the digital video production process.
 - 20a. Identify and utilize commonly used angles and shots.
 - 20b. Control camera movement to obtain the required effects.
21. Demonstrate the ability to complete the digital video post-production process.
 - 21a. Operate editing hardware and software to produce videos.

Unpacked Learning Objectives

Students know:

- The steps in the digital video pre-production process.
- How to execute the steps in the digital video pre-production process.
- The definitions of segment type, audience, and genre as related to video production.
- The definitions and purposes of a script and storyboard in video production.
- Where to locate templates for scripts and storyboards.
- The importance of writing a script and of storyboarding before trying to capture a video.
- How to write a script.
- How to storyboard.
- How to follow steps of the video production process to successfully complete a project.
- The definitions of angles and shots as related to video production.
- Shot attributes.
- That camera angles come from adjusting the camera height for impact.
- That when used together, angles and shots can elicit emotions and communicate the correct message.
- How to use angles and shots to portray the correct message.
- Camera movements add depth and visual interest to a video.
- Camera movements such as zoom, pan, tilt, dolly, truck, pedestal, and rack focus.
- How to control camera movements.
- That post-production is not one single task.
- The steps of the video post-production process.

- The features and tools available in the selected video editing software.
- The hardware requirements for successful use of video editing software.
- How to use video editing software.
- How to create a still shot (photograph) from a video. (See Standard AL.CT21.BMA.DP.5.)

Students are able to:

- Execute the steps in the digital video pre-production process.
- Identify segment type, audience, and genre of video productions.
- Write a script and create a storyboard for a video production.
- Demonstrate the ability to successfully complete the digital video production process evidenced by the success creation and completion of their own digital video.
- Identify and utilize commonly used angles and shots in their own video productions.
- Control camera movements to obtain depth and visual interest in a video production.
- Complete the steps of the video post-production process evidenced by their own video productions.
- Edit and finalize video editing software to produce videos.
- Identify issues with hardware when attempting to use video software.
- Identify hardware requirements for chosen video software.

Students understand that:

- They are expected to follow steps in the digital video pre-production process.
- “Pre production refers to the planning process and execution of every task that must take place before production begins.” (Studio Binder, April 1, 2019)
- “Segmentation is the process of breaking out a video in its constituent basic elements, the shots, and in their higher-level aggregates, like episodes or scenes. A common definition of shot is: ‘a sequence of frames that was (or appears to be) continuously captured from the same camera’. A shot-break is the transition from one shot to the next.” (“Video Segmentation”)
- Writing a script and creating a storyboard are essential to the quality of video production.
- Scripts and storyboards are not optional.
- They must follow the digital video production process to successfully complete their own digital video project.
- Shot attributes include shot size, shot framing, camera movement, camera mechanisms, and depth of field. (Studio Binder, 2020)
- Camera angles come from adjusting camera height for impact.
“The camera shot angle is used to specify the location where the camera is placed to take a shot. The position of the camera in relation to the subjects can affect the way the viewer perceives the scene. A scene may be shot simultaneously from multiple camera angles to amplify the cinematic effect and the emotions.” (Studio Binder, 2020)
- The types and purpose of camera movements to add depth and visual interest to a video.
- According to Adobe.com, “post-production is the third and final stage of video creation. It’s a detailed process that involves many different services, skill sets and types of professional software, all working together to create a final version of your video or film.”
- A simple checklist from Adobe includes these steps: **“Cutting and trimming:** Make sure your video has appropriate pacing and that your cuts aren’t too fast or slow. Watch through the video to align your editing decisions with the video’s tone and message.

Music and sound: Pick appropriate music for the video’s mood and tone. Ensure that all volume levels are correct and that sound effects are in the right places. **Color:** Use color correction and grading to make all footage and pictures appropriately vivid. Fix any changes in color tone between shots. Ensure that your colors flatter the people appearing in your video. **Titles and graphics:** Spell check all titles, subtitles, and other graphics. Make sure your graphics fit the video’s tone and colors. Fix any animation errors or glitches. **Visual effects:** Ensure that your transitions are smooth and natural. Any effects should blend into the rest of the video — don’t make them too garish or intrusive. Watch the video to see whether your effects feel unified.” (Adobe, “A Simple Video Post-Production Checklist.”

- Hardware must meet specifications for disk storage, graphics card, processor, RAM, and operating system for successful installation and use of video production software.
- How to use selected video production software on available hardware.

Unit Driving/Essential Question	What is a storyboard? Why is it essential to video production? What are the pre-production, production, and post-production stages for video creation? How do I create effective videos?
Exemplar High Quality Unit Task	Assign an appropriate project such as: Create a digital video production following the current year’s FBLA Digital Video Production competitive event and meeting the acceptable criteria on the corresponding Rating Sheet.

Map of Student Learning by Learning Objective

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<p>Demonstrate the ability to execute the steps in the digital video pre-production process.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation. Class discussion. <p>Summative:</p> <ul style="list-style-type: none"> Storyboard completion. Status check of video project. Rubric or rating sheet 	<p>Lecture with PowerPoint and teacher demonstration to include the steps in the digital video pre-production stage as well as Key Vocabulary.</p> <p>Stress the importance of this initial stage.</p> <p>Download storyboard templates.</p> <p>Assign digital video production projects for group and/or individual work. Consider using FBLA event prompts (current and past years) and rating sheets. Other ideas include:</p> <ul style="list-style-type: none"> FBLA/DECA emblem ceremony 	<p>SCI: Students work in teams to devise an experimental group and control group to see how workers relate, conform, and practice policy and procedures in a pre-production process.</p>	<p>“What is Pre-production?” 4Talent: MOVE IT! Animation Tutorial, nd. http://wideopensepace.co.uk/animation-tutorial/pre-production.html. (January 7, 2022).</p> <p>StudioBinder. “The Ultimate Pre-Production Checklist for Film & Video [FREE Checklist].” Studio Binder, April 1, 2019. https://www.studiobinder.com/blog/ultimate-pre-production-checklist/. (January 7, 2022).</p>

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		<ul style="list-style-type: none"> ● FBLA/DECA officer installation ● FBLA/DECA member induction ceremony ● How-to videos ● Introduction to your community or school ● Meet your teacher/s ● FBLA/DECA Week Activities ● CTE Month ● Career interviews 		
Identify segment type, audience, and genre.	Formative: <ul style="list-style-type: none"> ● Worksheets Summative: <ul style="list-style-type: none"> ● Produce videos and identify these elements for them. 	Lecture with PowerPower. Define segment type, audience, and genre. Watch selected videos and identify segment type, audience, and genre. Record responses on worksheets.		“Video Segmentation.” Unifi.it, nd, http://www.micc.unifi.it/delbimbo/wp-content/uploads/2010/05/A31_video_i_segmentation.pdf#:~:text=%E2%80%A2%20Segmentation%20is%20the%20process%20of%20breaking%20out,the%20transition%20from%20one%20shot%20to%20the%20next . (January 7, 2022).

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Create a script and storyboard appropriate to the needs of the production.	Formative: Draft scripts and storyboards for assignments. Summative: <ul style="list-style-type: none"> Projects that adhere to scripts and storyboards. 	Class discussion to emphasize necessity for script and storyboard for each project. Require these for each video project.		
Demonstrate the ability to successfully complete the digital video production process.	Formative: <ul style="list-style-type: none"> Q&A. Summative: <ul style="list-style-type: none"> Completed video projects. Rubric/rating sheets. 	Individual and/or group video assignments with rubric/rating sheets. Discuss and demonstrate techniques such as card sorting, mock up, prototype, and wireframe. Discuss audio as part of the video process.		Ferester, Bill. "Digital Video 101: Understanding How Digital Video Works." eLearning Industry, May 27, 2017. https://elearningindustry.com/how-digital-video-works-digital-video-101 . (January 7, 2022).
Identify and utilize commonly used angles and shots.	Formative: <ul style="list-style-type: none"> Teacher observation. Summative: <ul style="list-style-type: none"> Completed video projects. 	Lecture with PowerPoints containing examples. Teacher demonstration and guided practice.		StudioBinder. "The Ultimate Guide to Camera Shots (50+ Types of Shots and Angles in Film)." Studio

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	<ul style="list-style-type: none"> Rubric/rating sheets. 	Practice and final versions.		Binder, September 13, 2020. https://www.studiobinder.com/blog/ultimate-guide-to-camera-shots/ . (January 7, 2022).
Control camera movement to obtain the required effects.	Formative: <ul style="list-style-type: none"> Teacher observation. Summative: <ul style="list-style-type: none"> Completed video projects. Rubric/rating sheets. 	Teacher demonstration and guided practice. Practice and final versions.		Storyblocks. “7 Basic Camera Movements.” Storyblocks, May 15, 2019. https://blog.storyblocks.com/video-tutorials/7-basic-camera-movements/#:~:text=%2007%20Basic%20Camera%20Movements%20%20%20Zoom%0AWitho%20ut%20base%20is%20fixate%20d...%204%20Rack%20Focus%20More%20 . (January 7, 2022).
Demonstrate the ability to complete the digital video post-production process.	Formative: <ul style="list-style-type: none"> Teacher observation. Class discussion. Summative:	Lecture with PowerPoint and teacher demonstration to include the steps in the digital video post-production stage.	SCI: Students work in teams to devise an experimental group and control group to see how workers relate, conform,	“What is Post-production?” 4Talent: MOVE IT! Animation Tutorial, nd. http://wideopenseace.co.uk/animation-

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	<ul style="list-style-type: none"> • Checklist. • Rubric or rating sheets. 		and practice policy and procedures in a post production process.	<p>tutorial/pre-production.html. (January 7, 2022).</p> <p>The Michael Group Ltd. “Is it Possible to Skip the Video Post Production Phase?” The Michael Group Ltd., April 3, 2015. https://www.michaelgrouppltd.com/video-post-production-chicago-essential/. (January 7, 2022).</p> <p>Saini, Retesh. “4 Important Post-Processing Steps That are Often Overlooked.” Light Stalking, February 28, 2017. https://www.lightstalking.com/4-important-post-processing-steps-that-are-often-overlooked/. (January 7, 2022).</p>

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				<p>Nelson, Rob. "Post-production Workflow." Untamed Science, October 2013. https://untamedscience.com/filmmaking/post-production/post-production-workflow/#:~:text=Post-production%20Workflow%201%20Transfer%20Media%20from%20Cameras%20to,...%2010%20Fine%20Cut.%20...%20More%20items...%20. (January 7, 2022).</p> <p>Adobe. "A Simple Video Post-Production Checklist." Adobe.com, 2022. https://www.adobe.com/creativecloud/video/hub/guides/video-post-production-checklist. (January 7, 2022).</p>

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Operate editing hardware and software to produce videos.	Formative: <ul style="list-style-type: none"> • Knowledge check on steps and features of editing software. Summative: <ul style="list-style-type: none"> • Demonstrate editing. • Produce video projects that have been edited. 	Lecture with PowerPoint and teacher demonstration of software. Include a discussion about the difference in saving files to edit and in exporting files for others to view as a movie.		Video editing software such as Adobe Premiere. <u>Using Digital Storytelling</u> Virtual PD, Alabama State Department of Education, Handout Session 1: “If you use a PC and plan to use only still images, Microsoft Photo Story is your best choice. It runs on Windows 98 or later versions. View an excellent introduction and tutorial: Digital Storytelling: PhotoStory 3, from the Department of Modern Languages and Literatures, Furman University, Greenville SC. Still images can be very effective as the software creates the illusion of movement by use of pan and zoom capabilities, for an effect

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				<p>like that used by Ken Burns in his Civil War series. Photo Story allows you to record narration directly into the program (you need a simple microphone for this) and also offers a selection of background music. If you use a MAC, iPhoto allows you to create a slide show by using still photos and adding music to them. iPhoto also enables you to achieve the Ken Burns effect. If you think you may decide to incorporate video clips, take a look at Windows Movie Maker, or you can use the Movie editing power including with Windows 10.</p> <p>Apple iMovie is available for Mac users and can</p>

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				<p>be used for still images, video clips, or a combination of both. A step-by-step tutorial is available from the University of Texas School of Information. See also iMovie Workflow - Digital Story Telling. Here are some additional resources on incorporating still images into iMovie:</p> <p>iMovie Photos and Still Images from the University of New Hampshire iMovie 08: PhotoStory for Mac? originally posted by Dennis Grice Orange on his Tech4Teachers Blog.”</p>

Key Vocabulary

digital video pre-production, digital video pre-production process, pre-production checklist (see Studio Binder, April 1, 2019.), video, segment type, audience, genre, script, story, storyboard, video production, see Standard AL.CT21.BMA.DP.1a., digital video production process, angles, shots, shot attributes, see Standard AL.CT21.BMA.DP.19a., camera movement types, effects, zoom, pan, tilt, dolly, truck, pedestal, rack focus, digital video post-production process, editing hardware, storage space, RAM, graphics card, processor, operating system of hardware, editing software, Adobe Premiere Pro, iMovie, Windows Movie Maker, other free and commercial products, still shot

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Job shadow at a local television studio or observe school's in-house productions.
Guest speakers from industry.
Tour local television stations.
Interview videographers.
Video sports events for your school.

CTSO Connection:

Create recruitment videos for CTSOs.
FBLA competitive events such as Digital Video Production and Business Presentations.
DECA competitive events for marketing.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)