COURSE TITLE: Digital Media Skills Development

Course Description:
Digital Media Skills Development provides a creative, hands-on environment in which students engage to develop a variety of skills involved in multimedia presentations and video editing. Students use basic computer components, multimedia components, and video editing components to communicate information through the use of technology. This course will provide opportunities to explore and demonstrate business-related skills such as teamwork and interpersonal skills while completing their projects.

Potential Certifications/Credentials:
N/A
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td>Missing Hours Here</td>
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<tr>
<td>2</td>
<td>Basic Skills</td>
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<td>3</td>
<td>Presentation Software</td>
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<td>Communication Skills</td>
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<td>5</td>
<td>Video</td>
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<tr>
<td>6</td>
<td>Work Ethic</td>
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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: Basic Skills

Content Standards
1. Demonstrate basic technology skills and proper use of basic computer components.

Unpacked Learning Objectives

Students know:
- How to turn a computer on and off correctly.
- How to do basic troubleshooting when a program is not working correctly.
- How to type correctly and accurately.

Students are able to:
- Power a CPU and monitor on and off.
- Open files and programs correctly.
- Type using correct posture and finger placement.
- Problem solve to operate programs correctly and for a purpose.

Students understand that:
- Developing basic technology skills is a necessity in all work environments.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What do I do if my computer is not working properly?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create posters to depict the necessary troubleshooting steps. Create posters to demonstrate proper use of the computer and its components.</td>
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<tr>
<td>Students will show how to turn a computer on and off correctly.</td>
<td>Formative: Observation Checklist</td>
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<tr>
<td>Students will show how to turn a monitor on and off correctly.</td>
<td>Summative: Labeling Quiz</td>
</tr>
<tr>
<td>Students will show how to operate a keyboard, mouse correctly on a daily basis.</td>
<td></td>
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<tr>
<td>Students will show how to troubleshoot simple problems concerning the CPU, Monitor and external devices.</td>
<td></td>
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<tr>
<td>Students will show how to operate programs in a correct manner.</td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary

- computer components, demonstrate

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

- Essential work skills for all careers

CTSO Connection:

- FBLA- Explore technology

Certification/Credential Connection:

- MOS Word & PowerPoint Certifications
Unit 3 Title: Presentation Software

Content Standards
2. Design and create multimedia presentations using a variety of components.

3. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.

4. Utilize software to create presentations in file formats that allow the presentations to be transported and shared with an audience.

Unpacked Learning Objectives

Students know:
- How to use a variety of multimedia software and its components to create a professional presentation.
- The correct methods to save, retrieve, and present a multimedia presentation.
- How to identify which file format to use when saving and transporting multimedia presentations that will be shared across multiple formats.

Students are able to:
- Sketch out a multimedia presentation
- Build a multimedia presentation using a variety of tools.
- Display procedures for creating, saving, retrieving, and delivering multimedia presentations.
- Deduce which file formats to use in order to transport and share a multimedia presentation with an audience.

Students understand that:
- Being able to create and present a presentation in a professional manner is essential in today's workforce.
- Saving multimedia presentations in the correct format is essential for transportation and presenting.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How should a professional presentation be created and presented?</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create a professional presentation and present it to the class?</td>
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</table>
### Map of Student Learning by Learning Objective

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<tr>
<td>Students will design a slide show incorporating themes, text boxes, bulleted lists, pictures, charts, animations and transitions. Students will design a professional looking presentation.</td>
<td>Formative: Observation Checklist Summative: Rubric Presentation</td>
<td>Discuss what a professional presentation looks like, the correct formatting and how they should present. Have students create a presentation on a career of their choice. Create a presentation to teach an elementary concept.</td>
<td>ELA: Listening, Students will watch TED TALK, David Phillips, How to Avoid Death by Powerpoint and design a professional looking presentation detailing the key factors in delivering an effective presentation. Students must cite at least two sources in their presentation, and include all required features.</td>
<td>Equipment List by CTE Cluster Link to Helpful Tech Tools</td>
</tr>
<tr>
<td>Students will correctly share, save, and present multimedia presentations.</td>
<td>Formative: Observations Summative: Rubric for Presentation</td>
<td>Create a presentation and share it with the teacher through email. Present the presentation to the class.</td>
<td>ELA: Writing, speaking, Students will effectively email their presentation to their teachers with an appropriate note indicating that they are making their submission. Students will then deliver their presentation on how to</td>
<td>Computer Monitor Internet Microsoft Office</td>
</tr>
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ELA: Listening, Students will watch TED TALK, David Phillips, How to Avoid Death by Powerpoint and design a professional looking presentation detailing the key factors in delivering an effective presentation. Students must cite at least two sources in their presentation, and include all required features.

https://www.aeseducation.com/blog/4-best-powerpoint-lesson-plans-for-middle-school

Computer Monitor Internet Microsoft Office
| Students will save their presentations that are shareable in the correct file format for all. | Formative: Observations Summative: Presentations are emailed or shared correctly. | Share their presentations with a partner for review and the teacher for grading. | ELA: Writing, collaboration, Students will use Google SlideShow to create and share their slideshow with their peers. Each student is required to use the comment function of the platform to peer edit one another's presentation. Peer Editing will include both grammar and mechanics as well as content and design. | Computer Monitor Internet Microsoft Office |

**Key Vocabulary**

- multimedia, presentation, components, procedures, file formats, transported, shared

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

- Interviews; Work Proposals; Communication Skills

**CTSO Connection:**

- FBLA- Community Service Project; Annual Chapter Activities; Business Ethics; Career research; Marketing Mix Challenge
- DECA- Business Services Operations; Buying And Merchandising Operations; Finance Operations; Hospitality And Tourism Operations; Sports And Entertainment Marketing Operations;
Certification/Credential Connection:

| Microsoft Powerpoint Certification |
Unit 4 Title: Communication Skills

Content Standards
5. Demonstrate oral presentation skills that sustain listeners’ attention and interest, including eye contact, clear enunciation, and use of visual aids.

6. Develop support materials to accompany a presentation, including tables and charts.

7. Apply active listening skills to obtain and clarify information.

8. Summarize written materials from various career sources clearly, concisely, and accurately.

Unpacked Learning Objectives

Students know:
- Correct guidelines to utilize when talking to a group.
- Which visual aids to create and use to enhance their presentations.
- How to listen and be attentive while obtaining information from a presentation.
- How to summarize a piece of written material.

Students are able to:
- Simulate the proper oral presentation skills.
- Compose appropriate support materials to enhance a presentation.
- Implement active listening skills to acquire and clarify information.
- Distinguish relevant-irrelevant information; fact/opinion in order to summarize a piece of written material.

Students understand that:
- Knowing the professional oral presentation skills will allow them to present themselves for the future.
- Visual aids can be helpful in understanding the content being presented.
- Visual aid should be used to enhance the presentation and not replace it.
- Active listening skills is an important work skill to develop.
- The ability to summarize and analyze a piece of written material is essential in the workforce.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Talking in front of a group of people is a nerve racking endeavor but a life skill that will help you grow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create a cheat sheet of tools needed to be successful at presenting in front of a group of individuals.</td>
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</tbody>
</table>
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<tr>
<td>Students will stand in front of a group of peers and talk in a professional manner.</td>
<td>Formative: Observation Summative: Rubric</td>
<td>Practice doing elevator speeches in front of the class throughout the semester. Use Speak out Cards</td>
<td>ELA: Speaking, reading, design, SlideShow Karaoke Activity Students will read the linked blog on Battledecks. Students will look at the sample Battledecks included, and create their own presentations. Following the creation and submission of presentations, students will randomly be assigned different presentations and must give an extemporaneous professional presentation where they work to make the presentation make sense.</td>
<td>Empowered Log-in (Free) Computer Printer Speak Out Cards Internet</td>
</tr>
<tr>
<td>Students will create visual (digital or paper) items that will help the audience</td>
<td>Formative: Observation Summative: Rubric</td>
<td>Use powerpoint; google slides; canva to create data</td>
<td>ELA: Writing Students will create fliers, pamphlets, and/or</td>
<td>Canva - Educator log-in</td>
</tr>
</tbody>
</table>

**Link to Differentiation Examples**

**Learning Activity Checklist**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

**Equipment, Technology & Materials**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**

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**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
<table>
<thead>
<tr>
<th>Understand the presentation.</th>
<th>Charts and/or visual aides for their presentation.</th>
<th>Infographics that can be distributed to audience members in order to supplement the material presented. Students will use Canva to create these documents.</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have eyes on the speaker, mouths closed, and not working on anything else while the speaker is talking.</td>
<td>Formative: Observation</td>
<td>Model what an active listener does. Have students pair off and practice speaking and being an active listener. <strong>ELA:</strong> Writing, presentation Students will write a <a href="https://example.com">public service announcement</a> detailing the proper etiquette for audience members.</td>
<td>List of what an active listener is actively doing.</td>
</tr>
<tr>
<td>Students will describe the key parts of written material.</td>
<td>Formative: 3-2-1 exit ticket Summative: Comprehension Questions Summarize a passage</td>
<td>Use digital citizenship scenarios and have students read them either individually or with a partner and summarize the key points. Complete a read aloud and every day have the students complete a 3-2-1 to turn in after. <strong>ELA:</strong> Writing Students will complete a purpose/ summary utilizing the 5W’s and H Strategy answering the questions, who, what, where, when, why, and how about a specific non-fiction text.</td>
<td>Common Sense Media Computer Internet Printer</td>
</tr>
</tbody>
</table>
Key Vocabulary
oral presentation, sustain, enunciation, visual aids, support materials, active listening skills, clarify, summarize, career sources, concisely, accurately Capitalization

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Interviews; Working with a team; Communication; Proposals

CTSO Connection:
FBLA- Community Service Project; Annual Chapter Activities; Business Ethics; Career Research; Marketing Mix Challenge
DECA- Business Services Operations; Buying And Merchandising Operations; Finance Operations; Hospitality And Tourism Operations; Sports And Entertainment Marketing Operations

Certification/Credential Connection:
MOS Word & PowerPoint Certifications
Unit 5 Title: Video

Content Standards
10. Demonstrate procedures for combining videos, adding text, and applying 3D effects.
11. Utilize file formats to export or share video projects.

Unpacked Learning Objectives

Students know:
● The correct concepts in order to design, create, and edit videos.
● The correct procedures to combine videos, add text, and apply 3D effects.
● How to use correct file formats to export or share videos.

Students are able to:
● Build and mix video components.
● Simulate how to combine videos, add text, and apply 3D effects.
● Execute exporting or sharing videos using appropriate file formats.

Students understand that:
● The ability to work with videos is a valuable workforce skill.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What can you do with videos to enhance a business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create and edit a commercial for a business.</td>
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</tbody>
</table>
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<tbody>
<tr>
<td>Students will compose and edit video pieces.</td>
<td>Formative: Observation Checklist Summative: Rubric</td>
<td>Use screencastify to record a commercial for a local business. Use a video editor in Microsoft Office Suite to edit a video created with an iPad or chromebook.</td>
<td>ELA: Reading, evaluation, editing, writing Students will read guidelines for video editing as presented in this blog post. Students will then use Edpuzzle to provide feedback through questioning on one another’s videos.</td>
<td>Screencastify Microsoft Office Suite Headphones with Mic Computer iPads Internet</td>
</tr>
<tr>
<td>Students will show how to combine videos, add text, and apply 3D effects.</td>
<td>Formative: Observation Checklist Summative: Rubric</td>
<td>Use a video editor in Microsoft Office Suite to edit a video created with an iPad or chromebook. Edit a video using an iPad.</td>
<td>ELA: Writing Students will write and illustrate a manual detailing simple strategies for combining videos, adding text, and applying 3D effects online manual template. (ELA)</td>
<td>Microsoft Office Suite Headphones with Mic Computer iPads Internet</td>
</tr>
</tbody>
</table>
Students will use video file formats in order to share and/or export.

Formative: Observation
Summative: Rubric

Students will share their videos with themselves in order to use editing software. Students will share their completed video with the teacher via email.

ELA: Writing
Students will write a professional email to their teacher where they use a formal tone in explaining that they are sharing an important video. The email will contain all components of communication such as a salutation, body, conclusion, closing, subject line and attachment as well as a brief summary of the contents of the video.

Computer
iPads
Internet

Key Vocabulary
video components, 3D effects, export Capitalization

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Video Editor; Videographer

CTSO Connection:
FBLA- Multimedia & Website Design
DECA- Marketing
Certification/Credential Connection:
MOS Word & PowerPoint Certifications
Unit 6 Title: Work Ethic

Content Standards
12. Explain the personal and societal benefits of work.

Unpacked Learning Objectives

Students know:
- The personal and societal benefits of work.

Students are able to:
- Develop a multi-paragraph or infographic to show understanding of the personal and societal benefits of work.

Students understand that:
- Working is beneficial for personal and societal reasons.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why is it important to work on a personal and societal level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create an infographic to depict the benefits of personal and societal work.</td>
</tr>
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</table>
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</thead>
<tbody>
<tr>
<td>Students will describe personal and societal benefits of work.</td>
<td>Formative: Observation Checklist Summative: Rubric for infographic</td>
<td>Divide students into groups of 3 or 4, to research and discuss the personal and societal benefits of work. Each group creates an infographic through Canva or Publisher showing the benefits of work.</td>
<td>ELA: Research, writing, speaking: Students will research peer-reviewed articles that detail the benefits of work. Students will then use their research to write and deliver a SlideShow presentation on said benefits. ELA: Research, writing Students will create an Infographic in Canva detailing the personal and societal benefits of work.</td>
<td>Computer Printer Canva- Log in (Free) Microsoft Office Suite Internet</td>
</tr>
</tbody>
</table>
### Key Vocabulary

| societal, benefits |

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

| Work Ethics for all careers |

### CTSO Connection:

| FBLA- Interpersonal Communication  
| DECA- Business Law and Ethics |

### Certification/Credential Connection:

| MOS Word & PowerPoint Certifications |