Unit 1

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Assessment(s)** |
| The Basics | Technology Education Learning Standards    New York State MST Standards    Standard 1: Analysis, Inquiry, and Design  Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.    Standard 2: Information Systems  Students will access, generate, process, and transfer information using appropriate technologies.    Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. | How to use an iMac  SD cards  Beginning with Final Cut Pro  Differences between DSLR and video camera  Introduction to the video production process | Students will create original video content using a device/camera and app/editing software.  Students will properly set up a camera, faceplate and tripod.  Students will be able to Identify shot types and various angles.  Students will learn how to storyboard. | Meet Your Crew  Video Scavenger Hunt  WMTTT Sequence Shooting  6 Word 6 Shot Story |

Unit 2

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Assessment(s)** |
| The Unit on Video | Technology Education Learning Standards    New York State MST Standards    Standard 1: Analysis, Inquiry, and Design  Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.    Standard 2: Information Systems  Students will access, generate, process, and transfer information using appropriate technologies.    Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.  CCSS  L.9-10.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS  L.9-10.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CCSS  L.9-10.2c  Spell correctly.  CCSS  CCRA.R.2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CCSS  CCRA.W.2  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  CCSS  CCRA.W.3  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  CCSS  CCRA.W.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS  CCRA.W.5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CCSS  CCRA.W.6  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCSS  CCRA.SL.1  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  CCSS  CCRA.SL.2  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  CCSS  CCRA.SL.3  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  CCSS  CCRA.SL.4  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  CCSS  CCRA.SL.5  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  CCSS  CCRA.L.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS  CCRA.L.3  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  CCSS  WHST.9-10.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Understand basic shot types, video composition concepts, equipment set-up and filming.  Learn the fundamentals of video editing by trimming clips down to a specific length of time and arranging them into a simple sequence. | Students will become more proficient with camera equipment set-up and filming.  Students will learn why storyboards are a critical part of filmmaking.  Students will learn the fundamentals of video editing by trimming clips down to a specific length of time and arranging them into a simple sequence.  Students will learn to use storyboards and shot lists for pre-production planning.  Students will learn how to use music and special effects to enhance storytelling. | Shot-for-Shot Scene Recreation  60-Second Doc Interview  Short Film in a Flash  Create a Vlog  Mystery Product Commercial  Create a commercial  Take Me There Green Screen Project  Music Video Project |

Unit 3

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Assessment(s)** |
| The Unit on Photography | Technology Education Learning Standards    New York State MST Standards    Standard 1: Analysis, Inquiry, and Design  Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.    Standard 2: Information Systems  Students will access, generate, process, and transfer information using appropriate technologies.    Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. | Students will be able to learn the basic principles of photography, DLSR or digital, and apply it. | Students will learn about and discuss the elements that help create a successful photograph.  Students will learn about and discuss the rules of composition.  Students will learn the uses of aperture, shutter speed and ISO.  Students will be able to edit photos.  Students will be able to do portrait photography and the methods and  techniques to capture successful portraits. | Photo Journal  Photo-a-day  Elements Scavenger Hunt  Composition Scavenger Hunt  Taking Portraits  Storytelling through Photography  Family Heritage |

Unit 4

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Assessment(s)** |
| The Unit on Podcasting | Technology Education Learning Standards    New York State MST Standards    Standard 1: Analysis, Inquiry, and Design  Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.    Standard 2: Information Systems  Students will access, generate, process, and transfer information using appropriate technologies.    Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.  CCSS  W.9-10.1  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  CCSS  W.9-10.2  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  CCSS  W.9-10.3  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  CCSS  W.9-10.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  CCSS  W.9-10.5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  CCSS  W.9-10.7  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  CCSS  W.9-10.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.  CCSS  W.9-10.9a  Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  CCSS  SL.9-10.4  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  CCSS  SL.9-10.5  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  CCSS  L.9-10.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS  L.9-10.6  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Students will choose a topic for their podcast and create their own podcast. | Students will learn the difference between scripted and Q&A podcasts and  familiarize themselves with a wide range of podcast topics.  Students will determine how they’ll structure their own podcast.  Students will come up with a list of sounds they’ll record for their podcast.  Students will familiarize themselves with their equipment, including their recording  Device.  Students will practice asking engaging interview questions while recording. | Create Your Own Podcast |