Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Digital Video Production

COURSE OF STUDY

Technology Education Department

Written By:

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Date:

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Approved by:
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Digital Video Production

2022-2023 School Calendar

1. Intro DVP-3-4 day activities
2. Basic Elements of DVP, equipment, theories
3. Understanding and demonstrating concepts/compositions in Premiere and After Effects
4. Use Video Production concepts to design and create a basic video composition
5. Use editing concepts to advance video compositions (transitions, effects) Premiere and AE
6. Effective use of titles and texts (Premiere and AE)
7. Develop and discuss text notes on the laws of video space, framing and the power of the frame.
8. Create, develop, and prepare computer generated effects in the "After Effects" software.
9. Use of time in video to add elements to video production
10. Use of 3D texts in After Effects
11. DVP Composition Project
12. Pre/Post Production, sound introduction
13. Audio concepts/projects
14. Advanced video project
15. Production Teams/TV Production
16. Real-life applications of DVP
17. Portfolio

September '22

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March '23

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May '23

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June '23

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25	26	27	28	29	30	

Course Introduction

Digital Video Production will allow students to plan, shoot and edit video from script to screen. A hands-on experience will include a working knowledge of computers digital editing programs, digital cameras (still and motion), storyboarding, photo manipulation, and audio devices. The focus of the course will be on script writing, storyboarding, shot composition, lighting techniques, sound recording techniques and editing for a final project. Each student will have the opportunity to produce his or her own edited video. In addition to class work, students are required to video and edit one after school event or activity per marking period as approved by the instructor.

Unit Summaries
Digital Video Production

Course Content:

1. **Unit 1** - This unit is designed to assist the student develop an understanding of the history and technological developments in video communication and production. Using text selections, software generated activities and related editing lessons each student will explore the three main phases of a quality production. Students will follow the parameters of pre-production, production, and post-production to manage, control and produce edited video productions

2. **Unit 2** - This unit is designed to assist the student develop an understanding of the composition and language of video production. Using text selections, software generated activities and related editing lessons each student will explore more detailed skills to generate quality edited productions. Students will follow more advanced lessons in editing and creating computer generated effects.

3. **Unit 3** - This unit is designed to challenge each student editor to create more professional quality productions while implementing learned skills. The software generated activities and related editing lessons become more demanding as each student advances. Students will be introduced to Adobe "Sound Booth" while they follow exercises editing and generating sound effects.

4. **Unit 4** - This unit is designed to create and develop a culmination activity showcasing the learned skills from throughout the year. The students will generate a menu DVD or other multimedia organizing platforms for archiving the years completed activities. Each student is encouraged to add his best work to his digital portfolio.

Programs: Adobe Premiere Pro, Adobe After Effects, Microsoft Word, Microsoft Excel, Google Drive, Google Docs, Google Sheets

Course Expectations and Skills -

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly and effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career paths aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

Resources:
1. Video Communication & Production, 1st Edition, by: Jim Stinson
2. Adobe Premiere Pro Classroom in a Book, 1st Edition (2021), by: Lisa Fridsma
3. Adobe After Effects Classroom in a Book, 1st Edition (2022), by: Maxim Jago

Unit 1:	Introduction to Digital Video Production: Theory and Practices

Unit Summary

This unit is designed to assist the student develop an understanding of the history and technological developments in video communication and production. Using text selections, software generated activities and related editing lessons each student will explore the three main phases of a quality production. Students will follow the parameters of pre-production, production, and post-production to manage, control and produce edited video productions

Essential Questions	Enduring Understandings
● How do you define the term video?	● Develop and discuss text notes to compare the video and film technologies.
● What is the purpose of storyboarding?	● The students will create, develop, and prepare informative story boards and descriptive design briefs.
● What is "The Rule of Thirds"?	● Develop, discuss, and save notes about video production, basic and default camcorder controls. Implement proper pre-planning procedures that assist in developing a quality production while managing the shooting session.
● What settings on a camera are default settings?	● Using the Adobe After Effects software, the student will identify, investigate, and generate effects that contain moving background, moving text, color, and sound. Each student will render and archive final productions. (Design and generate a Logo)
● What editing methods can be used to develop a "Hook"?	● The students will launch the Adobe Premier Pro software, identify, and use the different frames on the workspace. Each student will implement methods of adding, rearranging, and moving clips on the timeline. Each student will activate the proper effects panel to select and organize motion, position, scale, and opacity keyframes. (Create a video "A Day in the Life of", "How To", "A School Walk Through")
● Why is it so important to create separate files or job folders?	● The use of transitions, proper placement, setting parameters and developing custom transitions and anti-aliasing adjustments will be used to assemble video presentations.
● What is the function of key frames in editing?	● The setup and application of the Titler and Title Templates will assist each student design and select point type text and path text.
● What is the most common transition used in quality productions?	
● Can text be designed to follow a geometric shape?	

Behavioral Objectives	Standards ([NJSLS](#))
● Analyze and compare the difference between video and film in the digital age.	1.2.12prof.Cn11 a,b 1.2.12prof.Cn10 a,b 1.2.12prof.Re9 1.2.12prof.Re8 1.2.12prof.Re7 a,b
● Employ the proper pre-production techniques and prepare a logical linear storyboard	1.2.12prof.Pr6 a 1.2.12prof.Pr5 a-c
● Identify the basic controls on the camera and use the proper production techniques when filming a video.	1.2.12adv.Cn10 a 1.2.12prof.Re7 a 1.2.12adv.Cr2 a
● Create a motion video using still images by using scale, position, and opacity keyframes.	1.2.12prof.Cr2 a 1.2.12prof.Cr2 c 1.2.12adv.Cr2 a 1.2.12prof.Pr5 a-c
● Design a logo using text, images, and sounds, combining them into one composition with special effects using Adobe After Effects.	1.2.12prof.Cr1 b 1.2.12prof.Pr5 a-c
● Construct a video in Adobe Premiere by adding, rearranging, and moving clips. Create motion by using the effects tab and relating the use of keyframes learned in the lesson before.	1.2.12prof.Pr5 a-c 1.2.12prof.Pr4 1.2.12prof.Cr3 a,b
● Plan, Design, and Develop an informative video using the pre-production, production, and post production techniques	1.2.12prof.Pr4 1.2.12prof.Cr3 a,b
● Begin to apply transitions where needed and assemble video presentations	1.2.12prof.Cr2 a-c 1.2.12prof.Cr1 b
● Compose and assemble effective titles and introductions using the Titler and Template options in Adobe Premiere.	1.2.12prof.Cr3 a,b 1.2.12prof.Cr2 a-c

Interdisciplinary Connections
English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards
- Journals./Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life digital video production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for

assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Difference between video and film
2. Creation of a storyboard and script
3. Controlling the camera
4. Using Keyframes
5. Design of company logo
6. Editing clips in premiere
7. Constructing a informative video
8. Creating video presentations
9. Creating effective titles
Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 2:	Mastering Video Composition

Unit Summary

This unit is designed to assist the student develop an understanding of the composition and language of video production. Using text selections, software generated activities and related editing lessons each student will explore more detailed skills to generate quality edited productions. Students will follow more advanced lessons in editing and creating computer generated effects.

Essential Questions

- What is the difference between "framing" and framing "off" something?

- How many ways can you show movement in a frame?

- On a screen, what determines vertical?

- What dimensions are in the video world?

- What editing methods can be used to "climb a wall"?

- What is the purpose for creating a special effect?

- Are most effects CG? Why?

Enduring Understandings

- Develop and discuss text notes on the laws of video space, framing and the power of the frame.

- The students will create, develop, and prepare computer generated effects including motion tracking, keying, mask development, and control of scale in the "After Effects" software.

- Develop, discuss, and save notes about the aspects of time in a video production and the use of time coherence while editing video and audio.

- The student will continue to enhance their editing creativity while developing 3D lettering on multi layers using the Adobe After Effects software

- The students will continue navigating through the Adobe Premier Pro software creating video that complies with the demonstrated lessons and learning activities.

Behavioral Objectives

- Manage the use of video space and framing in a digital video composition and examine the importance of these factors

- Create computer generated effects including motion tracking, keying, mask development, and controlling scale in the computer software, Adobe After Effects.

Standards (NJSLS)

1.2.12acc.Cn10 a
1.2.12prof.Pr5 c
1.2.12acc.Pr5 a
1.2.12prof.Pr4 a

1.2.12prof.Cr3 a,b
1.2.12acc.Cr3 a-c
1.2.12prof.Cr2 a-c
1.2.12acc.Cr2 a-c

● Assemble a video composition focusing on the use of time in audio and video to effectively communicate a message.	1.2.12acc.Cr3 a-c 1.2.12prof.Cr1 d
● Design increasingly creative titles by developing 3D layers using the X, Y, and Z planes in Adobe After Effects.	1.2.12acc.Cr3 a-c 1.2.12acc.Cr2 a-c 1.2.12prof.Cr1 d
● Compose video compositions that employ the learned skills that continue to effectively convey a given message.	1.2.12acc.Cr1 a-d

Interdisciplinary Connections

English, Technology, Theater Arts, Music, Mathematics

21st Century Skills

Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments

- Use of Cornell Notes will be used to understand the procedures for each project.
- Students will write their plans for their videos during pre production phases.
- Storyboards
- Journals./Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life digital video production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings

- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of video space
2. Creation of computer generated effects
3. Use of time and space to create dramatics
4. Creation of 3D titles
5. Develop and compose a Public Service Announcement
6. Create an persuasive commercial
Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio, Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 3:	Advanced Editing Techniques and Sound

Unit Summary

This unit is designed to challenge each student editor to create more professional quality productions while implementing learned skills. The software generated activities and related editing lessons become more demanding as each student advances. Students will be introduced to Adobe "Sound Booth" while they follow exercises editing and generating sound effects.

Essential Questions	Enduring Understandings
● What types of camera angles are commonly used?	● Develop and discuss text notes on the language and proper terms used in the video world.
● Is the term fade and dissolve the same?	● Sound editing software will be explored as each student develops a professional quality audio track. (Create a voiceover cartoon, speech)
● Why are DVE's so widely used in commercials?	● In the "Premiere Pro" and "After Effects" software, the students will research, create, develop, and prepare a montage that describes an approved theme. Computer generated effects and editing skills are to be incorporated from prior lessons. (Create a music montage, appreciation montage, highlights)
● How does sound create a sense of locale?	● "Video Sound", Develop, discuss, and save notes involving the ways program audio delivers information and how to enhance audio for mood.
● Aside from music, what other sounds typically enhance mood?	● Using the Adobe After Effects, Premiere Pro, and Sound Booth software, the student will continue to enhance their editing creativity while developing required learning activities.
● What is the reason for music in a documentary, training film or movie?	

Behavioral Objectives	Standards ([NJSLS](#))
● Differentiate between the different videography terms and use the language of the video world.	1.2.12acc.Cn11 a,b 1.2.12prof.Re9 a
● Create and develop professional quality audio tracks by using the proper programs and experimenting with different techniques.	1.2.12acc.Pr5 a-c 1.2.12prof.Cr3 a,b 1.2.12acc.Cr3 b 1.2.12acc.Cr2 a 1.2.12acc.Cr1 a
● Combine a variety of information that adheres to an approved theme. Employ computer generated techniques to make the information more distinguished.	1.2.12acc.Cr3 a-c 1.2.12acc.Cr2 a-c 1.2.12acc.Cr1 a-d
● Apply video sound to enhance the mood of a video composition.	1.2.12acc.Cr2 c 1.2.12acc.Cr1 a-d
● Prepare advanced video compositions by using the skills learned to this point in Adobe After Effects, Premiere Pro, and Sound Booth software	1.2.12adv.Cr3 a,b 1.2.12adv.Cr2 a,b 1.2.12adv.Cr1 a-c

Interdisciplinary Connections
English, Technology, Theater Arts, Music, Mathematics

21st Century Skills
Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments
● Use of Cornell Notes will be used to understand the procedures for each project. ● Students will write their plans for their videos during pre production phases. ● Storyboards ● Journals./Reflections

Activities, Instructional Strategies, and Assignments
Project based and self-exploration activities Real life digital video production assessments and projects Teacher guided instruction Lecture Examples/Visual Example

Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications ([BHPRSD Accommodations and Modifications](#))

- Provide a variety of concrete examples from familiar contexts
- Provide study guides and support outside of class time to review before assessments (common time or after school)
- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Use of video language
2. Creation of audio track
3. Create voiceover
4. Develop speech
5. Music montage
6. Mood enhancement project
7. Advanced project
Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.

Unit 4:	Production Teams

Unit Summary

This unit is designed to create and develop a culmination activity showcasing the learned skills from throughout the year. The students will generate a menu DVD or other multimedia organizing platforms for archiving the years completed activities. Each student is encouraged to add his best work to his digital portfolio.

Essential Questions	Enduring Understandings
● What types of activities go into developing a production schedule?	● "Production Planning", Develop and discuss text notes to determine the production requirements for a small-scale video production
● How do you calculate the cost of production?	● Each student will assemble people, equipment and other resources for a small-scale video production that will showcase the editing techniques developed because of the curriculum exposure and personal investigation.
● What special effect can you think of to develop and implement into your short?	● Each student will develop a production schedule and calculate cost and budget for their production.

● What costs and fees determine the final production cost of a production?	● The Adobe editing software will be used to develop effects, edit the video assets, enhance sound, and finally design and create a menu DVD.
● What is a menu DVD or other forms of multimedia production are there to organize and present a project or film?	

Behavioral Objectives	Standards (NJSLS)
● Develop production requirements, assemble people and resources to create a small-scale video.	1.2.12adv.Cn10 a,b 1.2.12adv.Pr6 a,b 1.2.12adv.Pr5 a-c 1.2.12adv.Cr2 b
● Manage, budget, and calculate production costs of the small-scale video production	1.2.12adv.Cn11 a,b 1.2.12adv.Pr6 a,b 1.2.12adv.Pr4 1.2.12adv.Cr2 a,b
● Manage and control production schedules for the small-scale video	1.2.12adv.Re9 a 1.2.12adv.Cr1 a-c
● Assess and solve problems that are associated with common video recording situations.	1.2.12adv.Re8 1.2.12acc.Re9 a 1.2.12acc.Cr1 a-d 1.2.12adv.Cr1 c

Interdisciplinary Connections
English, Technology, Theater Arts, Music

21st Century Skills
Real-life application, reading, writing, research, communication, organization, planning, creativity-based exercises, typing, computer software/program understanding, social skills, team-based production skills

Writing Assignments
● Use of Cornell Notes will be used to understand the procedures for each project. ● Students will write their plans for their videos during pre production phases. ● Storyboards ● Journals./Reflections

Activities, Instructional Strategies, and Assignments

Project based and self-exploration activities
Real life digital video production assessments and projects
Teacher guided instruction
Lecture
Examples/Visual Example
Question and Answer
Class review
Student work (independent and collaboarative)
Do-nows
Exit Tickets

Accommodations and Modifications (BHPRSD Accommodations and Modifications)

- Provide a variety of concrete examples from familiar contexts
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- Build background knowledge of content and vocabulary from familiar contexts prior to readings
- Use mental models to building understanding through familiar contexts
- Provide oral & written instructions
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
- Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
- Provide guiding questions to complete during the activity.
- Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
- Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
- Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
- Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
- Highlight distinctive features/key concepts
- Provide choice of projects depending on the student's interests or strengths.
- Provide peer assistance/study groups
- Review, repeat, and clarify directions
- Chunk sections of assessment
- Allow for partial credit, when appropriate
- Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
- Provide general assistance with organizational skills
- Utilize homework assignment notebook/planner/agenda
- Provide written intermediate timelines for long assignments
- Have student monitor grade average
- Keep rules simple and clear
- Implement a behavior management system

Formative Assessments

Observation of student progress and skill development, checkpoints of understanding at:
1. Difference between video and film
2. Creation of a storyboard and script
3. Controlling the camera
4. Using Keyframes
5. Design of company logo
6. Editing clips in premiere
7. Constructing a informative video
8. Creating video presentations
9. Creating effective titles
Do-now's and checkpoint quizzes will be given during and at the conclusion of these topics

Summative Assessments

Completed videos, tests, design journal, pre-production

Performance Assessments

Completion of Portfolio
Completion of a real object that the students bring in will be the culmination of the understanding of the unit.