

Curriculum Map: Advanced Digital Communications

MASH

Communications Department

Course Description: This semester long course is designed to advance the skills and competences that were established in the digital communications course. While the focus of this course is still placed primarily on becoming an effective communicator in a digital world, students will seek to broaden their knowledge of communication techniques as well as their proficiency in communicating using various technological platforms. As students will enter the course with a basic proficiency in communicating using digital media, the emphasis of the course will then shift to using digital media to become more powerful, creative, and dynamic thinkers. The ability to think creatively and solve real-world problems with solutions that may not exist is rarely touched upon in the traditional educational setting. By using a student-centered, project-based approach Advanced Digital Communications will seek to improve the ability of students to be creative and dynamic problem solvers. This broadening ability will be displayed through the use of digital communication techniques as the path to creatively solving future problems will be paved by various technological platforms.

Unit Title: *Where I learn and Grow*

Suggested time frame: 4-5 weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: Perception is Reality

Essential Questions:

1. How can multimedia projects be used to persuade perception?
2. Whose perception forms reality?
3. How can people's perception of our school be influenced by media projects?
4. What are the positives of our school that can be highlighted to influence perception?
5. How can you best present these positive aspects of the school to positively influence people's perception and beliefs.

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Demonstrate understanding on the concepts of perception and reality • Demonstrate understanding of the concept of persuasion and media propaganda • Present positive aspects of the school • Create a plan of how to best show these positive aspects through video • Film positive aspects of the school • Demonstrate knowledge of filming techniques while depicting the positive images within the school • Use Adobe Premiere Pro to edit the persuasive media piece • Publish the media piece on various internet platforms 		<p>PowerPoint and lecture based presentations on basic video techniques</p> <p>Video based demonstrations of video techniques</p> <p>Student-centered activities focused on active engagement with digital video cameras</p> <p>Teacher led demonstrations on using Adobe Premiere Pro and Garage Band</p> <p>Hands-on experience using video editing software to edit and produce digital projects</p>	<p>Primary sources in the form of professionally produced digital projects</p> <p>Internet resources including Google Classroom, Google Drive, and Youtube</p> <p>Smartboard demonstrations</p> <p>Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and iMovie</p>

Unit Title: *Revealing Character*

Suggested time frame: 4-5 weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: What makes a person who they are?

- Essential Questions:**
1. What forms the character of a real or fictitious person?
 2. How are characters built in literature and film?
 3. How can you present yourself in a way that reveals to others who you really are?
 4. How do writers reveal who characters really are to readers and audiences?
 5. How can you emulate the work of professional writers to reveal character?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Understand the techniques used by writers to create and reveal character • Understand the ways that character is revealed both in life and in written stories • Consider the type of person who they are both privately and publically • Choose an introduction to a TV show that reveals the characters in the show that they wish to recreate • Create a detailed storyboard of the TV show intro • Film the various shots for the intro by following the plan created in the storyboard • Edit the TV show intro using Adobe Premiere Pro • Finalize the media project and publish it using various internet based platforms 		<p>PowerPoint and lecture based presentations</p> <p>Video based demonstrations of video techniques</p> <p>Student-centered activities focused on active engagement with digital video cameras</p> <p>Teacher led demonstrations on using Adobe Premiere Pro and Garage Band</p> <p>Hands-on experience using video editing software to edit and produce digital projects</p>	<p>Primary sources in the form of professionally produced digital projects</p> <p>Internet resources including Google Classroom, Google Drive, and Youtube</p> <p>Smartboard demonstrations</p> <p>Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and iMovie</p>

Unit Title: *Bringing Drawings to Life*

Suggested time frame: 4-5 weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: Ideas, words, and drawings can be combined to create animated stories

- Essential Questions:**
1. What is the history of animation?
 2. How has animation evolved over time?
 3. Why is animation a desirable platform?
 4. What types of stories are best told through animation?
 5. If you could tell a story through animation, what would it be and how would you do it?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Understand the history of animation • Understand the ways in which animation can be used to effectively communicate ideas with others • Write an original story that can be told through the power of animation • Transition the original story script to a storyboard plan depicting how it will be told through voice and animated drawings • Create and film drawings on whiteboards that will be used in the animation process • Use Adobe Premiere Pro to edit, animate, and bring life to the whiteboard drawings • Use Adobe Premiere Pro to add voice and music to the piece to create a complete animated project • Publish and share the media project using APP and various web-based platforms 		<p>PowerPoint and lecture based presentations</p> <p>Video based demonstrations of video techniques</p> <p>Student-centered activities focused on active engagement with digital video cameras</p> <p>Teacher led demonstrations on using Adobe Premiere Pro and Garage Band</p> <p>Hands-on experience using video editing software to edit and produce digital projects</p> <p>Student-centered activities to plan and write video script</p> <p>Student-centered actives to plan and create storyboard</p>	<p>Primary sources in the form of professionally produced digital projects</p> <p>Internet resources including Google Classroom, Google Drive, and Youtube</p> <p>Smartboard demonstrations</p> <p>Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie</p>



Unit Title: *Revealing My World*

Suggested time frame: 4-5 weeks

Standards: 15.4: Computer and Information Technologies

15.3: Communication

CC.1.4: Writing

CC.1.5: Speaking and Listening

Big Idea: Sharing the lived experience of one with many

- Essential Questions:**
1. What is a documentary?
 2. How have documentary films been used to share the lived experience of some with many?
 3. What lived-experiences from your life are worth sharing with others?
 4. How can sharing lived-experiences impact the lives of others?
 5. How can experiences be powerfully shared with others?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> • Understand the history of the documentary film • Understand the power of the documentary film • Understand the various ways that the experiences of individuals are shared with others • Consider what they have learned from the lived experiences of others • Consider what experiences of their own may be beneficial to share with others • Decide what experience they will share in a documentary film • Write a script for a documentary film • Create a storyboard depicting the script and images that will be used to tell the story • Film the documentary film while following the written script and storyboard • Edit the film using Adobe Premiere Pro • Publish and share the documentary film using various web-based platforms 		<p>PowerPoint and lecture based presentations</p> <p>Video based demonstrations of video techniques</p> <p>Student-centered activities focused on active engagement with digital video cameras</p> <p>Teacher led demonstrations on using Adobe Premiere Pro and Garage Band</p> <p>Hands-on experience using video editing software to edit and produce digital projects</p> <p>Student-centered activities to plan and write video script</p> <p>Student-centered activities to plan and create storyboard</p>	<p>Primary sources in the form of professionally produced digital projects</p> <p>Internet resources including Google Classroom, Google Drive, and Youtube</p> <p>Smartboard demonstrations</p> <p>Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and iMovie</p>

