Curriculum Map: Digital Communications

MASH

Communications Department

Course Description: This semester long course is designed to introduce students to techniques required to communicate in a 21st century environment. The overall goal of the course is to better prepare students to be effective and efficient communicators in a digital age. Traditional forms of communication including oral speech and the written word have evolved to digital platforms making them both more efficient and complex. To harness the power inherent in digital communication and ensure students become master communicators in a digital world, they will be exposed to various forms of communication including online and video based media platforms. These stated goals of the course will be accomplished through the employment of project and performance based units that seek to allow students to not only become more proficient communicators but also to challenge their abilities to think dynamically and creatively. The course is primarily group-based and students will move through each unit with a team of other young people seeking to create high-level digital projects in a social and collaborative environment.

Unit Title: Telling a Story Through Video

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: Creating a Digital Video Project

Essential Questions: 1. What are the camera shots, angles and movements?
2. How is a video camera properly used to capture the human experience?
3. How are digital video files moved from the camera to an editing platform?
4. How is computer hardware/software used to edit a digital video project?
5. How and where is a digital video project published?

Competency	Vocabulary	Strategy	Resource
Describe and employ the use of camera angles, shots, and movements **Use a digital video camera to record the various shots, angles, and movements** **Move digital video files from a camera to an editing platform** **Use Adobe Premiere Pro to edit and produce a basic video project** **Use Garage Band to produce an original soundtrack for the video project** **Produce a complete video project and share work with the instructor and classmates**		PowerPoint and lecture based presentations on basic video techniques Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie

Unit Title: This is how the Pro's Do It

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: By emulating the best you will become better

Essential Questions: 1. How do professionals use digital communication software and hardware to produce a 30 second commercial?
2. What can you learn about creating a high level digital project from watching the work of professionals?
3. How can you learn more about digital video production to produce a replica of a professional commercial project?

Competency	Vocabulary	Strategy	Resource
Employ the use of camera angles, shots, and movements **Choose a professional commercial project that they wish to reproduce** **Understand the technique and process of completing a storyboard for a video project** **Create a detailed storyboard of the chosen project** **Film the shots from the chosen commercial according to the plan created in the storyboard** **Edit the project using Adobe Premiere Pro to replicate the chosen commercial** **Produce a final project that displays both the student work and the original commercial**		PowerPoint and lecture based presentations Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie

Unit Title: The book Trailer

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: Thousands of movies have been made and you have probably seen hundreds. If you could make a movie, what would it be about ?

Essential Questions: 1. What is the purpose of feature length films?
2. How have films evolved over time?
3. What types of stories are made into films?
4. What is the process of turning a novel into a film?
5. If you could turn a novel into a film, which would you choose and how would you do it?

Competency	Vocabulary	Strategy	Resource
• **Understand the history of film** • **Understand the different genres of film** • **Understand the relationship between film and literature** • **Understand the process of turning a novel into a film** • **Select a novel they have read that is meaningful to them** • **Articulate the essential aspects of the novel** • **Present the essential aspects of the novel in the form of a movie trailer** • **Write the script for an original trailer based on the selected novel** • **Create a storyboard for the trailer** • **Film the movie trailer in accordance with the script and storyboard** • **Edit the book trailer using Adobe Premiere Pro** • **Create an original soundtrack for the trailer using Garage Band** • **Produce and publish the video using various web-based platforms**		PowerPoint and lecture based presentations Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects Student-centered activities to plan and write video script Student-centered actives to plan and create storyboard	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie

Unit Title: *Communicating without Words*

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: How is non-verbal communication essential to the human experience?

Essential Questions: 1. What is the origin of the silent film?
2. How were silent films used to convey meaning to audiences?
3. How do we communicate today without words?
4. What are the complications in communicating without words?
5. How can you communicate without words to tell a story?

Competency	Vocabulary	Strategy	Resource
Understand the history of silent films **Understand how people communicate without words** **Understand the techniques used in silent films to communicate without words** **Write an original story that can be told without words** **Create a storyboard demonstrating the plot of the story as well as the camera techniques that will be employed** **Film the created story** **Edit the video project using Adobe Premiere Pro** **Produce the silent film project and publish for audiences using various web-based platforms**		PowerPoint and lecture based presentations Video based demonstrations of video techniques Student-centered activities focused on active engagement with digital video cameras Teacher led demonstrations on using Adobe Premiere Pro and Garage Band Hands-on experience using video editing software to edit and produce digital projects Student-centered activities to plan and write video script Student-centered actives to plan and create storyboard	Primary sources in the form of professionally produced digital projects Internet resources including Google Classroom, Google Drive, and Youtube Smartboard demonstrations Software platforms including Adobe Premiere Pro, Garage Band, Microsoft Word, Microsoft PowerPoint, and IMovie