Media Technology

Name of Course: Media Technology
Course Number: TEC72
Written Date: April 15, 2012
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Instructor: Mr. Kevin Fenlon
Prerequisites: None
Level of Course: Special Education & Regular Education Full Year Elective
Number of Credits: 5
Grades Levels Offered to: 9 through 12

Course Description:
Today's increasingly diverse student population requires educators to seek solutions that engage and support learners regardless of ability, disability, background or learning style. The iLife 11 suite offers a powerful set of tool for students to represent their learning with digital media projects. It includes six highly integrated and easy to use applications that will be introduced, applied, and presented as a part of Apple Certified Training Series:

- iTunes for importing, organizing, sharing music, videos and podcasts.
- iPhoto for importing, organizing, editing and sharing photos and other images.
- iMovie for combining video, sounds, pictures and text in digital movies.
- GarageBand for creating and recording music, podcasts and other audio.
- iWeb for creating webpages that can include photos, movies, text and podcasts.
- iDVD for producing DVDs to store and share digital media projects.

In addition to technical skills, the course will give students the opportunity to develop other skills such as researching a topic, keyboarding, writing, editing, teamwork, problem solving, and public speaking.

The curriculum and instructional methods are particularly powerful for students who have disassociated themselves from traditional textbook learning. A student centered, hands on approach will be the primary focus of instruction and project base learning and assessment will be at the center of the evaluation process. In order to establish a digital media knowledge baseline, each student will be given a unit pre-assessment. Unit based video tutorials and guided practice projects will facilitate the learning process. Recent research has shown that today's students learn differently than their predecessors. What we think of as a tool or technology, they think of as the stuff of their daily lives. The primary goal of this course is to generate an environment to learn, communicate, collaborate, create and express knowledge using digital media.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability or socio-economical status.

Course Goals and Objectives

The course moves through lessons progressively increasing the complexity of the media you're using. You start by learning about audio alone, then move to managing still images, printing still images, turning still images into moving dynamic images, and exploring the possibilities of video. With digital content and the six core iLife applications (iTunes, iPhoto, iMovie, iWeb, iDVD and Garageband), you can create everything from a scrapbook photos to T-shits, books, DVDs, podcasts, dynamic content for webpages and even a feature film ready for production.

The lessons are meant to be practical, real life projects from real-life people, with time constraints, well-worn equipment and concerns about budget. The units cover four general areas: music and sound, still images, movies and publishing. *This offering parallels the Media Technology 1 curriculum without the time constraints of a one semester course. Additional projects and alternative assessments will be used to foster competency and evaluate individual achievement. The course may have alterations as to sequence, additions or deletions dependent on time, equipment or the abilities of the enrolled students.*

Unit 1 - Concentrates on mostly music. Using iTunes to make a custom CD and play your music on both an iPod and through a regular stereo system.

Unit 2 - Illustrates how to import pictures from your digital camera; how to organize, fix, enhance, and back up your library of photos; and how to share your pictures in slideshows, in printed books, and on popular photo sharing websites.

Unit 3 - Focuses on digital video and various camera shots, angles and movements. You'll combine still photos, music, special effects, graphics, and titles. You'll learn to use themes and trailers; edit to maximum effect; add narration to your videos; mix sound; and share your movie on the web or on your iPad, iPhone, or iPod.

Unit 4 - Learn your way around GarageBand, from taking a music lesson to sharing a finished song with iTunes. You'll connect your instruments, and explore the Learn to Play piano and guitar lessons within GarageBand, and then you'll jam with a virtual band and create and arrange music. Finally, you will check out some advanced project finishing techniques as you complete and share a song, podcast, and movie score.

Unit 5: Puts it all together. Using iWeb, iPhoto, iMovie and GarageBand together to build a website with dynamic content, and create and publish blogs, web albums and podcasts. Building a DVD menu for your movie projects.

Standards Targeted Throughout the Curriculum

Common Core Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

RST: Reading in Science and Technical Subjects
WHST: Writing in History / Social Studies / Science and Technical Subjects
CCW: College & Career Readiness Writing

CCR: College & Career Readiness Reading

English Language Arts Standards » Science & Technical Subjects » Grades 9-10 (RST)

Key Ideas and Details

- RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- RST.9-10.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

- RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards » Science & Technical Subjects » Grades 11-12 (RST)

Key Ideas and Details

- RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

English Language Arts Standards » Writing » Grades 9-10 (WHST)

Text Types and Purposes

- WHST.9-10.1. Write arguments focused on discipline-specific content.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.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.
- WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- WHST.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.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Standards » Writing » Grades 11-12 (WHST)

Text Types and Purposes

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. 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.
- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- WHST.11-12.7. 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.
- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Standards/anchor Standards College and Career Readiness Anchor Standards for Writing (CCW):

Text Types and Purposes

- CCW Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCW Text Types and Purposes 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.
- CCW Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- CCW Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCW Production and Distribution of Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCW Production and Distribution of Writing 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCW Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCW Research to Build and Present Knowledge 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCW Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCW Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards/anchor Standards College and Career Readiness Anchor standards for Reading (CCR):

Key Ideas and Details

- CCR Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR Key Ideas and Details 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR Key Ideas and Details 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- CCR Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR Craft and Structure 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR Craft and Structure 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- CCR Integration of Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR Integration of Knowledge and Ideas 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

New Jersey Core Curriculum Content Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge (CPIs Listed Below).

- 8.1.8.A.3 - Create a multimedia presentation including sound and images.
- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.12.A.3 - Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.8.B.1 - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- 8.1.12.C.1 - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
- 8.1.8.D.1 - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- 8.1.12.D.2 - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 - Select and use specialized databases for advanced research to solve real-world problems.
- 8.1.12.F.2 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment (CPIs Listed Below).

- 8.2.12.B.3 - Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.
- 8.2.12.F.1 - Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- 8.2.12.F.3 - Select and utilize resources that have been modified by digital tools in the creation of a technological product or system.
- 8.2.12.G.1 - Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

21st - Century Life and Careers

Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures (CPIs Listed Below).

- 9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 - Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

- 9.1.12.A.3 - Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- 9.1.12.A.4 - Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- 9.1.12.B.1 - Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 - Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3 - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.1 - Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
- 9.1.12.C.4 - Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 - Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.2 - Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- 9.1.12.D.3 - Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
- 9.1.12.E.1 - Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.E.2 - Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
- 9.1.12.E.5 - Compare laws governing the unethical use of media in different countries.
- 9.1.12.F.1 - Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
- 9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3 - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age (CPIs Listed Below).

- 9.3.12.C.2 - Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- 9.3.12.C.3 - Develop personal interests and activities that support declared career goals and plans.
- 9.3.12.C.4 - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.3.12.C.5 - Identify transferable skills in career choices and design alternative career plans based on those skills.

- 9.3.12.C.6 - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
- 9.3.12.C.7 - Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
- 9.3.12.C.10 - Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.

Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Audio & Video Technology and Film Pathway
Roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment impact business operations. Key organizational systems impact organizational performance and the quality of products and services. Understanding the global context of 21st-century industries and careers impacts business operations (CPIs Listed Below).

- 9.4.12.C.(1).1 - Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.
- 9.4.12.C.(1).2 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.C.(1).3 - Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9.4.12.C.(1).4 - Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.
- 9.4.12.C.(1).5 - Edit audio and video productions to demonstrate basic production system skills.
- 9.4.12.C.(1).6 - Design an audio-video production to acquire an understanding of the entire production process.

Journalism & Broadcasting Pathway
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information. (CPIs Listed Below)

- 9.4.12.C.(2).1 - Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.
- 9.4.12.C.(2).2 - Demonstrate writing processes used for broadcast media to build a base of skills for careers in the field.
- 9.4.12.C.(2).3 - Demonstrate knowledge and understanding of how technical support can be used to enhance broadcast productions.
- 9.4.12.C.(2).4 - Examine and summarize business issues related to the pathway to gain awareness of factors that influence programming, content, and distribution in this industry.
- 9.4.12.C.(2).5 - Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.
- 9.4.12.C.(2).6 - Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.C.(2).7 - Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key functions in the field.
- 9.4.12.C.(4).12 - Write stage, film, television, or electronic media scripts in a variety of

traditional and current formats to demonstrate fundamental skills.

Unit 1 - Making a Custom CD From Your Music Collection

- L1 - Starting iTunes
- L2 - Getting Songs From CDs Into iTunes
- L3 - Change Info
- L4 - Browsing and Viewing Your Tunes
- L5 - Make Playlists
- L6 - Play a Play list and Adjust Song Order
- L7 - Burn a Custom CD
- L8 - Using iTunes With an iPod
- L9 - Moving Playlists to Your iPod
- L10 - Playing Your iPod Music Through a Stereo
- Unit Review
- Unit Assessment / Project

CDL Files	Music CDs
Tools	iTunes, projector, computer, internet connection
Time	Approximately 10 to 15 days
Goals	1. Play CDs in iTunes 2. Import all or apportion of a CD into the iTunes Library 3. Add or Adjust CD information about albums or songs 4. Browse and search efficiently through your music library 5. Create and customize personal playlists of your favorite music 6. Make a custom CDs 7. Movie music from iTunes to an iPod 8. Play iPod music from a stereo
Standards	NJCCS - 8.1, 8.2 / 21st - 9.1, 9.3, 9.4 CCS - RST.9-10.1-10, RST.11-12.1-10, WHST.9-10.1-10, WHST.11-12.1-10 CCW.1-10, CCR.1-10

Unit 2 – iPhoto: Rediscover Your Photos

- L0 – Getting to Know Your Digital Camera
- L1 – View and Emailing Photos
- L2 – Rating and Fixing Photos
- L3 – Arranging Photos by Faces and Places
- L4 – Perfecting Your Pictures
- L5 – Designing a Photo Book
- L6 – Making Photos Move with Slideshows
- L7 – Importing and Managing Photos
- Unit Review
- Unit Assessment / Projects

CDL Files	ATS iLife 11 Book Files
Tools	iPhoto, projector, computer, photo cameras, memory cards, card readers
Time	Approximately 15 to 20 days

Goals	1. Import images from a camera 2. Navigate the viewing area 3. Rotate and delete images 4. Send images via email 5. Rate and flag photos 6. Understand non-destructive editing 7. Rotate and straighten pictures 8. Remove red-eye problems 9. Enhance photos with one click 10. Cut out unwanted parts of a photo 11. Remove dust and skin blemishes 12. Make Smart Albums 13. Transfer photos to you iPad, iPhone, iPod 14. Name faces in you library 15. Confirm and reject images in Faces 16. Add names to missing Faces 17. Use GPS photos in Places 18. Place photos on a map 19. Add you own locations 20. Create a Smart Album of specific people and places 21. Post photos to Facebook, Flicker and MoblieMe 22. Understand a histogram 23. Correct exposure 24. Adjust contrast, saturation and detail 25. Improve highlights, shadows and levels 26. Create, edit and order a keepsake book 27. Create, watch, and customize a slideshow 28. Understand photo formats 29. Import, merge and split Events 30. Assign keywords 31. Create backups
Standards	NJCCS - 8.1, 8.2 / 21st - 9.1, 9.3, 9.4 CCS - RST.9-10.1-10, RST.11-12.1-10, WHST.9-10.1-10, WHST.11-12.1-10 CCW.1-10, CCR.1-10

Unit 3 – iMovie: A Little Slice of Hollywood at Home

- L8 – Moviemaking Made Easy
- L9 – Having Fun with iMovie Trailers
- L10 – Creating Your Own Sports Highlights Video
- L11 – Refining a Movie
- L12 – Moviemaking with Photos and iPhoto Clips
- L13 – Advanced Moviemaking
- L14 – Capturing and Managing Media
- Unit Review
- Unit Assessment / Projects

CDL Files	ATS iLife 11 Book Files
Tools	iMovie, camcorder, iSight, iMac, memory card, card reader

Time	Approximately 15 to 20 days
Goals	1. Import from the Finder 2. Skim and play video clips 3. Marking favorites and rejects 4. Making your first project 5. Choosing themes 6. Adding video and music to a project 7. Syncing a movie with your iPad, iPhone, and iPod 8. Choose a new Event 9. Select a trailer 10. Change to the outline 11. Fill in the storyboard 12. Remove clips from a trailer 13. Customize a storyline 14. Switch projects in the Library 15. Use the Sports theme 16. Create sports oriented video effects 17. Make a project without a theme 18. Edit a project 19. Use photos and videos from iPhoto 20. Apply and modify the Ken Burns effect 21. Add and change titles 22. Create cutaways 23. Use beat markers to edit to music 24. Enhance audio with EQ and noise reduction 25. Duck music while someone is talking 26. Analyze an entire event for stabilization 27. Share online with friends and family 28. Apply themed titles and transitions manually 29. Add maps to a project 30. Use the Precision Editing view 31. Understand advanced editing techniques 32. Record a voiceover 33. Understand video formats 34. Capture video from cameras and camcorders 35. Create and name new Events 36. Merge and split Events 37. Save disk space and consolidate projects 38. Adjust clips' date and time stamps 39. Use keywords 40. Backup projects and Events 41. Reclaim space on your hard disk
Standards	NJCCS - 8.1, 8.2 / 21st - 9.1, 9.3, 9.4 CCS - RST.9-10.1-10, RST.11-12.1-10, WHST.9-10.1-10, WHST.11-12.1-10 CCW.1-10, CCR.1-10

Unit 4 - GarageBand: Making Great Sounding Music

- L15 – Learning to Play Music with GarageBand
- L16 – Jamming and Creating Music with GarageBand
- L17 – Recording Music in GarageBand
- L18 – Fixing, Arranging, and Mixing Music in GarageBand
- L19 – Finishing and Sharing Projects
- Unit Review
- Unit Assessment / Projects

CDL Files	ATS iLife 11 Book Files
Tools	GarageBand, iMac, Tutorials
Time	Approximately 15 to 20 days

Goals	1. Connect instruments to the computer 2. Explore and customize the Learn to Play interface 3. Record a practice session and view progress 4. Download additional Learn to Play lessons 5. Choose a Magic GarageBand Jam genre 6. Audition and select instrument parts 7. Work with the Mixer during an audition 8. Select and customize your instrument part 9. Record a keyboard part using musical typing 10. Open and save a finished song 11. Open a GarageBand project 12. Create and set up an electric guitar track 13. Work with single-take and multiple-take recordings 14. Adjust guitar amps and stompbox effects 15. Experiment with acoustic guitar effects 16. Duplicate a track and double a guitar part 17. Record a Software Instrument part using the onscreen keyboard 18. Fix timing in a Software Instrument region 19. Edit notes in a Software Instrument region 20. Fix timing in a Real Instrument region 21. Explore Groove Matching and Flex Time 22. Change project tempo 23. Work with Apple Loops 24. Pan tracks 25. Transpose regions in the Editor 26. Work with the arrange track 27. Add effects and automation to a song 28. Prepare a project for iTunes 29. Evaluate a song's output 30. Share a finished song with iTunes 31. Finish a podcast 32. Edit podcast artwork and add a URL link 33. Export a movie project to disk
Standards	NJCCS - 8.1, 8.2 / 21st - 9.1, 9.3, 9.4 CCS - RST.9-10.1-10, RST.11-12.1-10, WHST.9-10.1-10, WHST.11-12.1-10 CCW.1-10, CCR.1-10

Unit 5 – iDVD / iWeb: Sharing and Publishing

- L1 - Creating a DVD with iDVD
    1. Preparing a Movie for iDVD
    2. Starting Your iDVD Project
    3. Navigating Your Project with the Map
    4. Switching Themes
    5. Editing Drop Zones and Menus
    6. Creating a Photo Slideshow in iDVD
    7. Previewing and Burning Your DVD
    8. Burning a DVD
- Unit Review
- Unit Assessment / Projects

CDL Files	ATS iLife 11 Book Files
Tools	iMovie, iDVD, iWeb, SuperDrive, iLife Text
Time	Approximately 10 days
Goals	1. Put chapter markers in your videos. 2. Make DVDs that include movie and slideshows. 3. Customize DVD themes and menus. 4. Switch projects in the Library 5. Use a theme 6. Create sports-oriented video effects 7. Make a highlights DVD
Standards	NJCCS - 8.1, 8.2 / 21st - 9.1, 9.3, 9.4 CCS - RST.9-10.1-10, RST.11-12.1-10, WHST.9-10.1-10, WHST.11-12.1-10 CCW.1-10, CCR.1-10

Lab/Classroom set up and special needs:
The recommended maximum class size is 16 students. This course will be taught implementing a variety of different and state of the art technologies such as:

- iMac computers
- iLife 11
- Digital cameras
- Digital camcorders
- iPods
- .Mac accounts
- Classroom space
- A full production studio
- Supplies necessary to create and edit programs

Materials / Resources:

- **Text: iLife 11 – Apple Training Series**
- **Text: iWork 11 – Apple Training Series**
- Teacher Handouts
- Various Web Sites
- Various Video Supplies
- NJ-TEC Guest Speakers

Field Trips/Visitations

- New Jersey Network
- WNBC Studios
- News 12 New Jersey
- Various Collages with TV Programs
- Film Festivals

Evaluation

- A significant portion of this evaluation process is "performance based" as observed by the instructor. In each unit the student is expected to be able to demonstrate the roles, skills, procedures and operations covered in the unit. Grades are computed on a Total Points basis.

Grades are giving for tests, quizzes, projects, group work, participation, and specific tasks. The points given divided by the total possible earned indicates the students average. A midterm and final exam project will be required.

- **DUE TO THE NATURE OF EQUIPMENT AND ACTIVITIES, ANY INFRACTIONS OF SAFETY OR CLASSROOM RULES MAY RESULT IN IMMEDIATE REMOVAL FROM THE CLASS.** This is a general guideline for this course. It may have alterations as to sequence, additions or deletions through the semester dependent on time, equipment or the abilities of the students.

Homework, Extra Credit Policy:

- Extra credit will be given to all student projects worked on outside of the normal curriculum. Special credit will be given to community-based projects. Projects that cross the curriculum will be encouraged and the production facilities will be made available to students who work on these projects. Little or no homework will be given in this course but students will be held to timelines for the completion of their projects.

Media Tech Classroom Guidelines

Standards of Conduct

- Be on time and enter in a quiet mature manner
- Come prepared to class
- Show respect to students, teachers and their property
- No food, drinks, candy or gum
- A zero tolerance stance enforced with profanity, put-downs & bullying
- Maintain a volume controlled working atmosphere
- Complete all assignments, projects and quizzes on time
- ID's must be on your person at all times
- Clean up you work area, return equipment properly & label your stuff
- You will be responsible for all signed out or borrowed equipment
- Absolutely no downloading, installing or gaming

Rewards

- Positive phone call home
- Satisfactory progress report
- Teacher incentives

Consequences

- Warning
- Educational time out
- Lunch detention
- After school detention
- Behavioral referral
- Educational detention

Serious offenses result in an immediate referral to the office! The procedure outlined above is in addition to the school district's standards of conduct policy defined in the student handbook.

Video / Photo / Web Permission

By enrolling in a Media Tech course you will be asked for permission to have your child appear in video productions hosted by, or included on the High Point Regional High School webserver, SchoolTube, YouTube and Facebook. Their projects may be entered in various web-based competition for educational and public relations purposes consistent with the purpose and mission of the High Point Regional High School District. Requests for the removal of your child's projects may be made at any time by contacting the HPRHS Technology Department.

Periodic evaluation of objectives and the curriculum guide:

Curriculum will be evaluated every five years.