|  |
| --- |
| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Information Technology |
| **Course Name** | Digital and Interactive Media |
| **Lesson/Unit Title** | Video Transfer |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and Skills**(8) The student demonstrates appropriate use of video equipment and techniques. The student is expected to:(D) transfer video images from equipment to the computer |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective:**Upon completion of this assignment, the student will be able to transfer captured video files from a variety of locations (directly from camera, existing files, flash drives) into video editing software.**Specific Objectives:*** Students will recognize several different sources available for video files
* Students will understand how to transfer the video files for editing
 |
| **Rationale** | The workplace environment is rapidly evolving into a technology-driven society and students need to acquire skills to prepare them for a career in the Information Technology world. |
| **Duration of Lesson** |  1.5 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Video Transfer Rubric
* Video Transfer Lesson Stock Footage clip

**Materials Needed:*** Each student will need a copy of the Video Transfer Assignment/Rubric and a copy of the Video Transfer Lesson Stock Footage clip

*\*\*Teacher will need to review video editing software tutorials and prepare guides for students***Equipment Needed:*** Teacher will need a computer connected to a smart board or projector to allow students to view steps as completed, and follow along.
* Teacher/Students will need computers with video editing software installed and at least one open USB port.
* Teacher/ each Student will need access to a digital camera to capture and transfer video files.
* USB extension cable for cameras is suggested (will be referenced in lesson), but not required. \*\*If using a camera without a built-in USB connector, the appropriate connection cables will be required per the camera’s user manual.
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | \*It should be noted that this lesson should be given only after students have been properly trained in the use of video equipment and taught how to capture footage.Also, for this project, sample footage (not related to any specific project) works best for learning to capture, as it is less distracting, and if the students attempt any editing of the footage on their own, time won’t be spent trying to undo any mistakes.* Teacher should inform students that after having captured video, they will now learn different methods of transferring/importing the video into video editing software.
 |
| **Direct Instruction \*** | **Outline**For this lesson, the teacher will introduce and complete the lesson with the students. Be advised that while stock footage is included with this lesson, students tend to be more invested in their own captured footage. In the event that a 1:1 ratio is not possible with cameras to students, we recommend grouping students together and sharing footage, if possible.1. Importing video directly from camera
	1. Procedure
		1. Connect camera to computer
		2. Open software
		3. Detect video camera source
		4. Import video
2. Importing video from folder/flash drive
	1. Procedure
		1. Open software
		2. Locate video folder/file

Import video |
| **Guided Practice \*** | During the presentation students will follow along using sample footage and video cameras provided by the teacher. Teacher will model each step in the process of importing video.Refresher or follow-up tutorial should be held to reinforce information. Absent students may require additional one-on-one tutorial, or they can collaborate with students around them that were present for clarification and help. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Following the presentation, students will be provided with the Video Transfer Assignment/Rubric activity to complete on their own. They will use a combination of existing/newly acquired knowledge to complete the project and then compare and contrast their results against their classmates’. |
| **Lesson Closure** | Students will take all of the introduced information from the lesson and prove proficiency in transferring video into editing software. A quick Q&A with regards to the parameters of the assignment may be used to check for understanding. |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment**Periodic checks for understanding during the presentation are used as well as visual progress checks to quantify the amount of information retained and skills acquired.**Formal Assessment** The assignment will be completed individually to check for understanding and graded against the provided rubric. Class evaluation and discussion can also be used to allow students to compare and contrast the methods discussed in class against any other methods derived by students. |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Upon completion of the lesson, students will be proficient in transferring videos into video editing software from a variety of sources. Once this has been mastered, students will be ready to move on to other video assignments as assigned. Moving on to future assignments, along with allowing for collaborative interaction should fill any remaining completion time gaps. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSATSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)