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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Digital Interactive Media |
| **Lesson/Unit Title** | Exporting Video Files |
| **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:  (F) export video files in digital formats to be used in various delivery systems such as podcasts, downloadable media, social media, and streaming video |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  After completing this assignment, the student will be able to export video files in several digital formats for use in a variety of applications (podcasting, streaming, and more) using video editing software.  **Specific Objectives:**  The student will   * recognize several different uses for digital video files * learn how to export video files using video editing software |
| **Rationale** | After completing this assignment, the student will be able to export video files in several digital formats for use in a variety of applications (podcasting, streaming, and more) using video editing software. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Exporting Video Files Teacher’s Instructions * Exporting Video Files Rubric * Exporting Video Files Lesson Stock Footage clip   **Materials Needed:**   * Each student will need a copy of the Exporting Video * Assignment/Rubric and a copy of the Exporting Video Lesson Stock Footage clip   **Equipment Needed:**   * The teacher will need a computer connected to an interactive white board or projector so that students may follow along in the lesson * The teacher/students will need computers with video editing software installed and at least one open USB port |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Students should be properly trained in the use of video equipment and taught how to capture footage on their computers. Also, for this project, sample footage (not related to any specific project) works best for learning to export 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.   * The teacher should inform students that after capturing their video, the students will learn different methods of exporting the video for use in podcasting, downloadable media, and streaming |
| **Direct Instruction \*** | **Outline**  For this lesson, refer to "Teacher Directions" for guidance in introducing and completing 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 computers to students, we recommend grouping students together and sharing computers, if possible.   1. Exporting videos    1. Procedure       1. Open video editing software       2. Choose the necessary format       3. Export the video       4. Locate the exported video   Test the exported video |
| **Guided Practice \*** | During the presentation, students will follow along with the teacher, who is using the sample footage included in this lesson. The teacher will model each step in the process of exporting a video. Refresher or follow-up tutorials should be held to reinforce information. Absent students may require additional one-on-one tutorials or they can collaborate with other students in the class. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Following the presentation, students will be provided with the Exporting Video Assignment/Rubric activity to complete on their own, using new footage that they captured. They will use a combination of existing and newly acquired knowledge to complete the project and then compare and contrast their results with those of others in their class. |
| **Lesson Closure** | Students will take what they have learned from the lesson and show that they are proficient in exporting video from the video 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 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) | After completing the lesson, students will be proficient in exporting videos. 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)** | SkillsUSA  Technology Student Association |
| **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)