

Course: *Creative Digital Media*
Unit #1: *Pre-Production*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 1.2.12acc.Pr5b: Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
 - 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
 - 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
 - 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
 - 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
 - **21st Century Life & Career Standards**
 - 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
 - 9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.
 - 9.3.IT.13 Compare key functions and applications of software and determine maintenance strategies for computer systems.
 - 9.3.STSM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
 - 9.3.12.AR.VIS.2 : Analyze how the application of visual arts elements and principles of design communicate

and express ideas.

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

○ **English Companion Standards**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on

diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to plan and prepare for media creation.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society
- acquire, integrate, and apply design processes and essential technical skills to solve problems, create products, and improve the quality of life for our local and global community
- communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others

Enduring Understandings

Students will understand that. . .

Essential Questions

EU 1

EU 1
there is value to each step involved in the pre-production process.

EU 2
the audience's personal experiences can impact the desired outcome.

EU 3
understanding both the Macintosh OS editing tools and the organization of assets and materials directly impact the effectiveness of your editing workflow.

EU 4
effective communication and collaboration requires active participation and persistence.

- How is planning a production advantageous to the producer and their crew?
 - Why do different projects require different types of planning?
 - How does the effective use of researching and planning tools lead to a successful project?
- EU 2*
- How can one message be perceived multiple ways?
 - How can a creator use background knowledge of their audience to their advantage?
 - What relationship does the audience have with the planning of the content?
- EU 3*
- Why is it important to manage your assets and tools effectively?
 - What does it mean to manage media and files?
 - How can you increase the efficiency and quality of your workflow?
 - Why does knowing how to control settings of an Apple computer make it easier to control your workflow?
- EU 4*
- How can collaboration occur most effectively?
 - Why is it important to maintain two way communication when collaborating with peers?
 - How does persistence pay off when it comes to planning a production?

Knowledge

Skills

Students will know . . .

EU 1

- planning a project greatly increases the likelihood of success. (1.2.12acc.Cr1b, 9.3.12.AR-JB.3)
- the importance of scouting a location involved in a project. (1.2.12acc.Cr3b, 9.3.12.AR-JB.3)
- the process of developing a pre-visualized concept.(9.4.12.IML.9, NJSLSA.W4)
- using experience, weather, geography and modern technology makes researching and the planning more effective. (1.2.12acc.Cr1b, 9.3.12.AR-JB.3)

EU 2

- audiences have diverse and varied backgrounds.(9.3.STSM.4)
- a creator must consider their own personal background and experiences when creating content for others. (9.3.STSM.4)
- audience research will increase the effectiveness of your project. (1.2.12prof.Cr1a, 9.4.12.IML.9)

EU 3

- the architecture of a hard drive. (9.3.IT.13, 9.3.12.AR-AV.1)
- the difference between cloud and local storage. (1.2.12acc.Cr3a, 1.2.12acc.Cr1b, 9.3.12.AR-AV.1)
- proper file naming is an effective organization strategy. (1.2.12acc.Cr3a, 1.2.12acc.Cr1b)

Students will be able to. . .

EU 1

- visualize and plan a project. (1.2.12acc.Cr1b, NJSLSA.W4, 9.3.12.AR-JB.3)
- make adjustments to their project that recognize and work around environmental considerations. (1.2.12acc.Pr5b, 9.3.12.AR-JB.3)

EU 2

- identify the characteristics of their audience that will make their project more effective. (1.2.12prof.Cr1a, 9.3.STSM.4, 9.4.12.IML.9)

EU 3

- store, retrieve and organize media files through the computer and cloud based storage. (1.2.12acc.Cr3a, 1.2.12acc.Cr1b, 9.3.12.AR-AV.1)
- adjust the scope of their project based on the technology available. (1.2.12acc.Pr5b, 9.3.12.AR-AV.1)
- find and adjust all settings available in System Preferences and manage Finder. (9.3.IT.13, 1.2.12acc.Cr3a, 1.2.12acc.Cr1b)

- understanding where and how to access media files increases the effectiveness of your editing workflow. (9.3.IT.13, 1.2.12acc.Cr3a, 1.2.12acc.Cr1b)
- the settings of an Apple computer. (9.3.IT.13, 1.2.12acc.Cr3a, 1.2.12acc.Cr1b)

EU 4

- collaboration requires communication. (9.4.12.TL.3)
- the most successful teams share equal levels of accountability. (9.4.12.TL.3)
- recognizing and reflecting on failure is an essential part of growth in the production process. (9.4.12.CI.1)

EU 4

- work effectively as a member of a team with a shared vision in production. (9.4.12.CI.1, 9.4.12.TL.3)
- communicate with team members to overcome obstacles. (1.2.12acc.Pr5b)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills**, **M= Making meaning and/or** a **T= Transfer**. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection**; **Purple = 21st Century Life & Career Connection**

- Identify the steps of the pre-production process. (A, EU1)
- Identify the target audience for individual projects. (A, EU2)
- Scout locations for environmental considerations. (M, EU1)
- Research and plan a digital product for a specific audience. (A, M, EU2)
- View sample storyboards. (A, EU1)
- View sample mood boards. (A, EU1)
- Practice storyboarding. (M, EU1)
- Develop a pre-visualized concept. (M, EU1)
- Develop a script to be used for a video production. (T, EU1)
- Develop a storyboard for video production. (T, EU1)
- Develop a mood board for a still photo shoot. (T, EU1)
- Ready all elements of pre-production for actual production. (T, EU1)
- Elicit specific project feedback to determine and adjust the accuracy of the product. (M, T, EU2)
- Presentation on the mechanical workings of a computer as a tool in the digital workflow. (A, EU3)
- Identify computing storage options. (A, EU3)
- Identify elements needed to move media from camera to computer (A, EU3)
- Examine the relationship between files, folders, drives, and media. (M, EU3)
- Build and organize a file management system to increase workflow efficiency. (M, EU3)
- Pull assets from an online source and save to a user generated file folder on the local hard drive. (M, EU3)
- Upload assets from the local hard drive and organize in a user generated cloud folder. (M, EU3)
- Communicate effectively in a group environment to create a targeted digital product. (T, EU4)
- Assign roles within a group to accomplish a shared outcome. (T, EU4)
- Self reflection in determining contribution to a team project. (M, T, EU4)
- Peer review of team member's contributions to the project. (T, EU4)
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Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Pre-production	25
2	Production	65
3	Post-production for Video	33
4	Post-production for Photography	32
5	Distribution	25

Instructional Materials

LinkedIn Learning subscription for all Digital Media teachers. (formerly lynda.com)
Storyblocks.com subscription for all Digital Media teachers

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.