

Course: *Broadcasting Media*
Unit #5: *Post-Production*

Year of Implementation: 2024-2025

Curriculum Team Members Shaniqua Brown (sbrown@lrhdsd.org), Peyton Ebbeson (pebbeson@lrhdsd.org), Kirk Seeley (kseeley@lrhdsd.org)

Stage One - Desired Results

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

{provide all applicable links to standards here}

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

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-VPA.pdf>

https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

- **Unit Standards:**

- **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.

- **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.STSM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.4.12.Cl.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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- ***Interdisciplinary Content Standards***
 - List any standards from other content areas that apply to this unit.
- ***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: <https://www.nj.gov/education/amistad/about/>

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 reflect, evaluate, and make adjustments during the editing process.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.org/Page/6163>

communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others

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

Enduring Understandings

Students will understand that. . .

EU 1

reflection, evaluation, and adjustments are essential to the editing process.

Essential Questions

- *What does it mean to reflect on and evaluate your work?*

<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • how to analyze work during the editing process to make improvements. (1.2.12acc.Pr5b, 1.2.12acc.Cr1b) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • critique work to make adjustments and strengthen their editing skills. (9.4.12.IML.9, 9.4.12.TL.3)
Stage Two - Assessment	
•	
Stage Three - Instruction	
<p><u>Learning Plan:</u> 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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</p> <ul style="list-style-type: none"> • Composite two layers of video using each parameter, filter and blend mode (M, EU1) • Matte the top layer using different mattes (M, EU1) • Create text and mask the top layer with the text (M, EU1) • Use blue/green screen footage to key in a different background (M, EU1) • Motion track text to move in 2D space with a video layer (M, EU1) • Use a camera to move in 3D space with video (M, EU1) • Color correct a video with poor white balance and exposure (T, EU1) 	

- Color grade an edited sequence to make it selectively saturate a color and desaturate other colors **(M, EU1)**
- Create a title sequence **(T, EU1)**
- Independently research post-production techniques **(A, EU1)**
- Identify elements needed to move media from camera to computer **(A, EU1)**
- Examine the relationship between files, folders, drives, and media **(M, EU1)**
- Edit footage with non-linear editing software **(T, EU1)**
- Export sequence in appropriate format **(T, EU1)**
- Transfer footage from camera to computer **(T, EU1)**
- Reference editing tutorial video or demonstration **(A, EU1)**
- Define editing terminology **(A, EU1)**
- Navigate user interface **(T, EU1)**
- Demonstrate clip parameters **(T, EU1)**
- Constructively critique and review videos **(T, EU1)**
- Preview exported media **(T, EU1)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Pre-Production	20
2	Producing	20
3	Visual Production	35
4	Audio Production	30
5	Post-Production	38

Instructional Materials

Final Cut Pro

Motion

AV Script/ Rundown Software (Rundown Creator, CeltX)

Studio Binder

Adobe CC Suite

Instructional Service in lieu of books (ASB Classroom) <https://asbclassroom.com/signup>

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.