Board Approval Date: July 19, 2022
Course Title: Media Communications
Course Description: Media Communications, a semester based class, is designed to introduce the areas of digital media in communications through graphic design and video. Students will utilize graphic design and video editing software to learn photography, graphic design, video production and video editing.

Course Sequence & Pacing			
Week	Marking Period 1	**Week**	Marking Period 3
1	**Unit 1: Principles & Elements of Design**	21	
2		22	
3	**Unit 2: Introduction to Photo Editing Software**	23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	**Week**	Marking Period 4

11	**Unit 3: Shot Framing, Composition & Editing**	31	
12		32	
13		33	
14	**Unit 4: Phases of Video Production**	34	
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UNIT 1: Principles & Elements of Design

Stage 1 Desired Results

Unit Title #: Unit 1: Principles & Elements of Design

Unit Summary: The effectiveness of design, photography and artwork is influenced by the principles and elements of design. Design creations may be developed through the engineering design process.

Unit Learning Targets

NJSLS Standards:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

ISTE Standards:

TECH.K-12.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

TECH.K-12.6.a Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

TECH.K-12.6.d Publish or present content that customizes the message and medium for their intended audiences.

TECH.8.1.8 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Technology Practices:

Safety:

Safety is paramount in the technology classroom environment. Students will become proficient in exercising best safety practices while in the classroom, and operating tools and equipment.

Developing classroom protocols and procedures:

In developing an understanding for the classroom environment and rules, students learn to better respect and care for the classroom environment, allowing them to better work collaboratively, take risks, and assess their process of working.

Developing proficiency for digital tools:

In developing digital tool proficiency, students learn to navigate digital tools and online resources to work more productively and produce professional work.

Developing critical thinking and design skills:

Through inquiry and analysis, students will develop critical thinking skills that will support design solutions supported by multiple sources of scientific principles in independent and collaborative classroom settings.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. •
9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.2 — "Repurpose an existing resource in an innovative way."

9.4.8.CT.1 — "Evaluate diverse solutions… and use critical thinking skills to predict which… are likely to be effective."

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ED.1 — "Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer." NJ.gov

8.2.8.ED.2 — "Identify the steps in the design process that could be used to solve a problem." NJ.gov

8.2.8.NT.1 — "Examine a malfunctioning tool, product, or system and propose solutions to the problem.

Interdisciplinary Connections ELA, Math, VPA

RI.CR.6–8.1
Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6–8.2
Determine one or more central ideas of an informational text and analyze their development over the course of the text; provide an objective summary of the text.

RI.MF.6–8.6
Analyze and evaluate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL.6–8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6–8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)*	**Unit Enduring Understandings:** (*Statements that connect to EQ's summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom)*
1. How are graphic designs effectiveness measured? 2. What steps can assist one in developing a solution to a problem or in producing a creation? 3. How is modern digital media produced? 4. What components define visual media? 5. How can users keep up with modern trends in technology to successfully navigate programs and applications?	1. The effectiveness of design, photography and artwork is influenced by the principles and elements of design. 2. The design process is a series of steps used to create solutions, and products. 3. People use technology to create meaningful and effective interactive digital media. 4. Print and visual media are composed of text, graphics, and photographic images. 5. Technology is constantly changing and requires continuous learning of new applications and skills. The ability to employ critical thinking skills and apply past knowledge and skills allows users to adapt to new technology.
Students will know: *(Content, Noun)*	**Students will be able to:** *(Verb Bloom's Taxonomy)*
• principles and elements of design. • the steps within the design process. • the purpose of the design process.	• evaluate a design for effectiveness with respect to the principles and elements of design. • apply the design process to create. • explain the design process.

Stage 2 Assessment Evidence

Summative Assessments:

- Google Form Assessment
- Peer Design Evaluations

Formative Assessments:

- Open classroom discussions
- Teacher Observation
- Pre-class open-ended question
- Exit tickets
- Self-assessment

Common Benchmark Assessments:

Design Elements Posters: Utilizing technology tools, students will multimedia presentations that reflect the principles and elements of design.

Peer Evaluation: Students will create rubrics and evaluate peer produced content with respect to the principles and elements of design.

Alternative Assessments:

Design Elements Posters: Utilizing technology tools, students will conduct a web search to locate posters that reflect the principles and elements of design and create a multimedia display of their findings.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.	*Open class discussions.* *A look back in time.*	1 Day
8.2.8.ITH.2	Compare how technologies have influenced society over time.	*Padlet timeline.*	2 Days
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.	*How has graphic design impacted the art and design world. What technology tools and innovation advancements have contributed to the changes? What are the impacts?*	
8.2.8.NT.1:	Examine a malfunctioning tool, product, or system and propose solutions to the problem.	*Take apart a functioning tool or product to examine how it functions.* *Lego CNC "Fix It" lesson.*	2 Days
8.2.8.NT.2	Analyze an existing technological product that has been repurposed for a different function.	*Innovation timeline to determine evolution of products throughout time.* *Padlet/Technology Integration*	1 Day
8.2.8.NT.3	Examine a system, consider how each part relates to other parts, and redesign it for another purpose.	*Spike Robot Build and Redesign* *"Button Factory"*	2 Days

8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.	*Jamboard discussion.* *Webquest.*	1 Day
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.	*Open class discussion.* *Padlet timeline; history of graphic design..*	1 Day
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development	*Ethics in graphic design; fair use policies, choosing projects, working with clients, copyright and legal protection.*	1 Day
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.	*Overview of graphic design programs; deciding which to use for what applications.*	½ Day
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.	*Exploring availability and access to free and cost-based graphic design programs.*	½ Day

Core Instructional & Supplemental Materials (including various levels of texts)
Material and supplies *Computers, chromebooks, Google applications* Adobe Software Suite

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Unit 1: Principles & Elements of Design

Core tasks: Design Elements posters, peer design evaluations; alt path: curated poster showcase.

Students with Disabilities

- Assisted tech at desks (Chromebooks during demos/presentations), captions, screen zoom, large-print rubrics.
  Media Communications Curriculum…

- Modify product expectations (smaller poster set, alternate artifact such as annotated mood board).
  Media Communications Curriculum…

- Testing accommodations (verbal, paper, or Chromebook), plus time extensions/project grace windows.
  Media Communications Curriculum…

English Language Learners

- Pre-assess language needs; pre-teach design vocabulary; allow project books or labels in home language.
  Media Communications Curriculum…

- Visual organizers (diagrammed worksheets, study guides); teacher modeling of tools; word wall; peer mentor table-pods.
  Media Communications Curriculum…

Students at Risk of Failure

- Use the **Alternative Assessment** option (curated web poster display) with a simplified rubric; chunk into checkpoints (find → justify → lay out).

Media Communications Curriculum…

- Provide exemplars and a must-have criteria list before adding creative extensions.
  Media Communications Curriculum…

Students with 504 Plans

- Apply plan-specific supports (extended time, reduced-distraction seating, chunked directions) using the unit's built-in testing/time accommodations.
  Media Communications Curriculum…

Gifted & Talented

- Faster pacing with extension choices: redesign a historic poster under new constraints; client-style brief; independent inquiry on ethics/fair use.
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UNIT 2: Introduction to Photo Editing Software

Stage 1 Desired Results

Unit Title #: Unit 2: Introduction to Photo Editing Software

Unit Summary: Digital media is produced through complex software.

Unit Learning Targets

NJSLS Standards:

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.5: Explain the need for optimization in a design process.

8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.

ISTE Standards:

TECH.K-12.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

TECH.K-12.6.a Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

TECH.K-12.6.d Publish or present content that customizes the message and medium for their intended audiences.

TECH.8.1.8 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Technology Practices:

Developing classroom protocols and procedures:
In developing an understanding for the classroom environment and rules, students learn to better respect and care for the classroom environment, allowing them to better work collaboratively, take risks, and assess their process of working.

Developing proficiency for digital tools:
In developing digital tool proficiency, students learn to navigate digital tools and online resources to work more productively and produce professional work.

Developing critical thinking and design skills:
Through inquiry and analysis, students will develop critical thinking skills that will support design solutions supported by multiple sources of scientific principles in independent and collaborative classroom settings.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4.8.IML.3 — "Create a digital visualization that effectively communicates a data set…" NJ.gov

9.4.8.IML.5 — "Analyze and interpret local or public data sets to summarize and effectively communicate the data.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.8.DA.2 — “Explain the difference between how the computer stores data as bits and how the data is displayed.” NJ.gov

8.1.8.DA.3 — “Identify the appropriate tool to access data based on its file format.” NJ.gov

8.2.8.ED.5 — “Explain the need for optimization in a design process.”

Interdisciplinary Connections ELA, Math, VPA

MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

MS-PS2-2 Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.

Climate Change:

6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)*

1. How are digital images produced and modified?
2. What are the various file types? How do these files differ and how can you determine which extention to use in different scenarios?
3. How are digital tools and applications utilized in photo editing software programs?

Unit Enduring Understandings: (*Statements that connect to EQ’s summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom)*

1. Editing is the tool that is used to transform your images into a work of art that conveys your message.
2. Digital media files differ in their design and content; each have their own unique advantages and disadvantages.
3. Understanding the various tools and menus of a computer program will greatly assist the efficiency of work.

Students will know: *(Content, Noun)*

- applications and tools of photo editing software.
- various file types, their uses and origins.
- appropriate color modes in digital art.

Students will be able to: *(Verb Bloom’s Taxonomy)*

- create digital art through digital tools and applications within software programs.
- define, manipulate and create multiple file types and extensions.

	• set-up software programs in appropriate color modes suitable for the designated use of the final digital output.

Stage 2 Assessment Evidence

Summative Assessments:

- Google Form Assessment/Editing Tools
- Digitally Produced Graphic Designs

Formative Assessments:

- Open classroom discussions
- Teacher Observation/Student Output
- Pre-class open-ended question
- Exit tickets
- Self-assessment

Common Benchmark Assessments:

Pixton Comic Strip: Utilizing Pixton online platform to facilitate technology integration, students will create a comic strip that illustrates negative impacts of technology; including negative impacts of modern-day solutions related to “clean energy”.

Chain Reaction Flow Chart: Students will graphicly depict the chain reaction of impacts of technology to various sects of our society including animal and human life, the economy and our society.

Alternative Assessments:

Comic Strip: Students may sketch the comic in lieu of utilizing Pixon.

Chain Reaction Flow Chart: Students can modify an existing product to enhance the user experience and product efficacy.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.	*Open class discussion.* *Padlet timeline; history of graphic design..*	1 Day
8.2.8.EC.2	Examine the effects of ethical and unethical practices in product design and development	*Ethics in graphic design; fair use policies, choosing projects, working with clients, copyright and legal protection.*	1 Day
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.	*Overview of graphic design programs; deciding which to use for what applications.*	½ Day
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.	*Exploring availability and access to free and cost-based graphic design programs.*	½ Day

Core Instructional & Supplemental Materials (including various levels of texts)

Texts

Material and supplies

Computers, chromebooks, Google applications
Adobe Software Suite

Computers, chromebooks, Google applications

Adobe Software Suite

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Unit 2: Introduction to Photo Editing Software

Core tasks: Editing tools practice, file-type choices; **Common Benchmark:** Pixton comic on tech impacts; **Alt paths:** hand-drawn comic or modify an existing product.

Students with Disabilities

- Assisted tech and accessible formats during software work; large-print tool maps.
  Media Communications Curriculum…

- Product modifications (fewer required tools/effects, template-based file-type comparison); testing alternatives; time extensions.
  Media Communications Curriculum…

English Language Learners

- Pre-teach software and file-type vocabulary with visuals; bilingual layer names/captions allowed.
  Media Communications Curriculum…

- Model each workflow step; provide graphic organizers for tool menus; word wall; strategic pairing.
  Media Communications Curriculum…

Students at Risk of Failure

- Choose **Alt Assessment**: hand-sketched comic or "improve an existing product" with a scaffolded flow-chart template; tiered rubric highlighting essentials first.
  Media Communications Curriculum…

- Break work into micro-deadlines (import → select → adjust → export) with quick teacher checks.
  Media Communications Curriculum…

Students with 504 Plans

- Use built-in testing/time accommodations; allow reduced-stimulus workspace and printed step cards for tool sequences.
  Media Communications Curriculum…

Gifted & Talented

- Extensions: non-destructive workflow comparison, color-mode experiments for print vs. web, independent mini-project with client/audience.

UNIT 3: Shot Framing, Composition & Editing

Stage 1 Desired Results

Unit Title #: Unit 3: Shot Framing, Composition & Editing

Unit Summary: Framing shots, composition and editing greatly influence the final output of graphic designs. Students will be able to apply the rule of thirds, shot framing and composition techniques to enhance graphic design efficacy. Students will also become proficient with the use of the many tools and applications within graphic design programs.

Unit Learning Targets

NJSLS Standards:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.CS.2: Design a system that combines hardware and software components to process data.
8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Technology Practices:

Developing classroom protocols and procedures:
In developing an understanding for the classroom environment and rules, students learn to better respect and care for the classroom environment, allowing them to better work collaboratively, take risks, and assess their process of working.

Developing proficiency for digital tools:
In developing digital tool proficiency, students learn to navigate digital tools and online resources to work more productively and produce professional work.

Developing critical thinking and design skills:
Through inquiry and analysis, students will develop critical thinking skills that will support design solutions supported by multiple sources of scientific principles in independent and collaborative classroom settings.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest 9.4.8.CT.1–3 — "Evaluate diverse solutions…," "Develop multiple solutions… evaluate short- and long-term effects…," "Compare past problem-solving solutions… analyze factors…" 9.4.8.IML.6 — "Identify subtle and overt messages based on the method of communication."
Computer Science & Design Thinking *(CS & DT)*: 8.1.8.CS.1 — "Recommend improvements to computing devices in order to improve the ways users interact with the devices." 8.1.8.CS.2 — "Design a system that combines hardware and software components to process data."
Interdisciplinary Connections *MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.*
Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)* 1. What tools are used to manipulate objects into graphic designs? 2. How are computing systems specified for particular tasks? 3. How can problems be detected and corrected within computing systems?	**Unit Enduring Understandings:** (*Statements that connect to EQ's summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom)* 1. Editing tools transform images into a work of art that conveys a message. 2. The design or selection of a computing system involves multiple considerations and potential trade-offs. 3. Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
Students will know: *(Content, Noun)* ● software and hardware distinctions. ● strategies for selecting computer components.	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● contrast hardware and software. ● design a computer system.

• troubleshooting methods.	• troubleshoot hardware and software problems.

Stage 2 Assessment Evidence

Summative Assessments:

- Google Slide Deck - Computer Parts
- Google Sheets: Build Your Own Computer Project/Rubric for Assessment

Formative Assessments:

- Open classroom discussions
- Teacher Observation
- Pre-class open-ended questions
- Jamboard Interaction
- Exit tickets
- Self-assessment

Common Benchmark Assessments:

Build Your Own Computer Project:

Reinforcing knowledge from open class discussion and PowerPoint presentation on Computing Systems, students will create a Google Slide presentation of their own to reinforce their knowledge of computer parts. Next, utilizing Google Sheets, students will research and "build" a computer from scratch.

Alternative Assessments:

Build Your Own Computer/Modified: A modified project will be available for students to choose various components from a limited selection.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
8.1.8.CS.1	Recommend improvements to computing devices in order to improve the ways users interact with the devices.	*Build your own computer project.*	1 Day
8.1.8.CS.2	Design a system that combines hardware and software components to process data.	*Build your own computer project.*	2 Days
8.1.8.CS.3	Justify design decisions and explain potential system trade-offs.	*Build your own computer project extension activity.*	2 Days
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.	*Lego spike software applications.*	*ongoing*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts

Material and supplies

Google Sheets
Informational Slide Deck
Chromebooks
Example Project:
https://www.teacherspayteachers.com/Product/Computer-Hardware-Software-Build-a-Computer-Distance-Learning-1832577?st=bdd30a4d4ce5938f4724fdb292ba8c73

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Unit 3: Shot Framing, Composition & Editing

Core tasks: "Build Your Own Computer" slide deck and spreadsheet; troubleshooting activities; **Alt path:** modified component selection list.

Students with Disabilities

- Assisted tech; simplified component menus; alternative testing formats; extended time windows.
  Media Communications Curriculum…

- Product modification (limited-choice build sheet; annotated diagram instead of full parts comparison).
  Media Communications Curriculum…

English Language Learners

- Pre-teach hardware/software terms with visuals; bilingual labels on slides; teacher-modeled examples; peer mentor grouping; word wall.

Media Communications Curriculum…

Students at Risk of Failure

- Use the **Modified Project** option with a narrowed component list; provide exemplar slides and a minimal-requirements rubric; checkpoint: parts list → cost table → justification slide.
  Media Communications Curriculum…

Students with 504 Plans

- Apply plan accommodations via the unit's testing/time options; allow verbal justifications recorded on Chromebook.
  Media Communications Curriculum…

Gifted & Talented

- Extensions: optimize within a budget/performance constraint; compare trade-offs across builds; independent research on accessibility or bias in device design.
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UNIT 4: Stages of Video Production

Stage 1 Desired Results

Unit Title #: Unit 4: Stages of Video Production

Unit Summary: Video production stages include pre-production, production and post-production. Extensive planning in the pre-production stage involving scripts and storyboarding are vital to a successful video creation. The production stage involves obtaining the footage. Editing is done in the post-production stage.

Unit Learning Targets

NJSLS Standards:

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.

8.2.8.ED.5: Explain the need for optimization in a design process.

8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.

8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Technology Practices:

Developing classroom protocols and procedures:

In developing an understanding for the classroom environment and rules, students learn to better respect and care for the classroom environment, allowing them to better work collaboratively, take risks, and assess their process of working.

Developing proficiency for digital tools:

In developing digital tool proficiency, students learn to navigate digital tools and online resources to work more productively and produce professional work.

Developing critical thinking and design skills:

Through inquiry and analysis, students will develop critical thinking skills that will support design solutions supported by multiple sources of scientific principles in independent and collaborative classroom settings.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***: Keep here**

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Computer Science & Design Thinking *(CS & DT)***:**

8.2.8.ED.2 — "Identify the steps in the design process that could be used to solve a problem." NJ.gov

8.2.8.ED.3 — "Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch)

Interdisciplinary Connections ELA, Math, VPA

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Climate Change:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)* 1. How can one communicate ideas and plan for a video production? 2. What elements make up a video production? 3. What are the phases of production and what is performed in each phase? 4. How are video production outcomes evaluated? 5. How is interest added in video production? 6. What techniques are used to manipulate footage and components in a video production?	**Unit Enduring Understandings:** (*Statements that connect to EQ's summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom)* 1. Scripts and storyboards are essential tools used in planning and conveying your ideas to others in the pre-production phase of video production. 2. Sound, text, video and graphic images, together, define a video production. 3. Video production includes three main phases. Pre-production is for planning. Production is for gathering video elements. Post-production includes editing the raw footage and transforming those elements to a viewable comprehensive video. 4. Technological outcomes have the potential for anticipated and unanticipated positive and negative results. 5. Varied shots and angles add interest to video production. 6. Editing is the tool that is used to transform your images into a work of art that conveys your message.
Students will know: *(Content, Noun)* ● script writing for pre-production ● storyboard creation techniques for pre-production ● production strategies to capture footage for video production ● editing strategies and skills in post-production phase	**Students will be able to:** *(Verb Bloom's Taxonomy)* ● create a script and storyboard in the pre-production phase ● capture video footage to be utilized in a video production ● manipulate video footage in the editing post-productoin stage to create a video production

Stage 2 Assessment Evidence

Summative Assessments:

- Google Form Assessment
- Video Troubleshooting
- Script Writing
- Storyboarding
- Video Editing and Production

Formative Assessments:

- Open classroom discussions
- Teacher Observation
- Peer and Self-assessment
- Exit Tickets
- Do Nows

Common Benchmark Assessments:

Public Service Announcement:
Students will address and evaluate an authentic problem, develop and communicate a solution through video.

Alternative Assessments:

Public Service Announcement/ Template Assistant: Students requiring more support can build their public service announcement through a video creation template.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).	*Students will create storyboards in the pre-production stage of video production that addresses and proposes a solution to a real world enviornmental problem.*	5 Days
8.2.8.ED.4	Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.	*Students will troubleshoot errors in a video producton program; assess the problem, evaluate, repair and test the solution.*	3 Days
8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).	*Public Service Announcement project. Students will address real world prolesms through creation of a public service announcement.*	5 Days

Core Instructional & Supplemental Materials (including various levels of texts)
Texts
Material and supplies

https://www.nytimes.com/guides/privacy-project/how-to-protect-your-digital-privacy
Informational Slide Deck
Chromebooks
Potential Resources:
https://www.teacherspayteachers.com/Product/The-Internet-and-networks-Security-Digital-citizenship-Full-unit-plan-7071850?st=9da7af72b96e1217ba2fbc15813a3069
https://ncbce.org/week/unit-4-week-2-understanding-basic-networking-and-the-internet/
https://www.techtarget.com/searchnetworking/definition/packet

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Unit 4: Stages of Video Production

Core tasks: Scriptwriting, storyboarding, filming, editing; **Common Benchmark:** Public Service Announcement; **Alt path:** template-assisted PSA.

Students with Disabilities

- Assisted tech during planning and editing; testing alternatives; extended project timelines; option to submit a template-guided PSA. Media Communications Curriculum…
- Product modifications (shorter script, storyboard frames pre-labeled, reduced effect count). Media Communications Curriculum…

English Language Learners

- Pre-teach production vocabulary; sentence frames for scripts and voiceovers; teacher modeling; visual storyboard templates; cooperative roles by strength.
  Media Communications Curriculum…

Students at Risk of Failure

- Choose the **Template Assistant** PSA path; chunk into daily milestones (logline → script → storyboard → film → edit); simplified rubric with non-negotiables first.
  Media Communications Curriculum…

Students with 504 Plans

- Use plan-specific supports with the unit's built-in testing/time accommodations; allow quiet editing space and chunked directions sheets.
  Media Communications Curriculum…

Gifted & Talented

- Extensions: multi-angle coverage plan, advanced edits or motion graphics, real-audience brief; inquiry "rethink-it/fix-it" reshoot to solve a continuity problem