

Course: *Cinematic Storytelling*
Unit #1: *Developing Compelling Stories*

Year of Implementation: 2025-2026

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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/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
 - 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
 - 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
 - 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
 - 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
 - 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
 - 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
 - 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
 - 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

- 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals
 - 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
 - 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
 - 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
 - 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
- **21st Century Life & Career Standards**
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- **English Companion Standards**
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Interdisciplinary Content Standards**
 - NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- **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 develop a narrative for the purpose of targeted audience engagement.

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

Students will be able to communicate and collaborate using appropriate technical terms to describe, analyze, interpret, and judge their work and the work of others.

Students will be able to 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

effective story development involves many variables, such as direction, emotion, and intended audiences.

EU 2

thorough preparation and research lead to more refined communication.

Essential Questions

- *What makes a great story?*
- *What relationship does clear communication play in fostering a narrative?*

Knowledge

Students will know . . .

EU 1

- story structure provides the scaffolding upon which a compelling narrative is built. (1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Cr3a, RH.9-10.5, WHST.9-10.4, NJSLSA.W4, NJSLSA.W5)

Skills

Students will be able to. . .

EU 1

- structure stories cohesively. (1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Cr3a, 9.3.12.AR-PRF.5, RH.9-10.5, WHST.9-10.4, NJSLSA.W4)

- strong storytelling engages the audience. (1.2.12prof.Cr1a, 1.2.12prof.Cr1b, 1.2.12prof.Cr1c, 1.2.12prof.Cr1d, 1.2.12prof.Cr3a, 1.2.12prof.Re7a, 1.2.12prof.Re8a, 9.3.12.AR-PRF.5, NJLSA.R7, RH.9-10.5, NJLSA.W4, NJLSA.W5, WHST.9-10.4)
- deliberate direction and use of emotion will shape a story. (1.2.12prof.Cr1a, 1.2.12prof.Cr1b, 1.2.12prof.Cr1c, 1.2.12prof.Cr2b, 1.2.12prof.Cr3b, 1.2.12prof.Re8a, 1.2.12prof.Cn11a, NJLSA.R7, RH.9-10.5, NJLSA.W4)

EU 2

- repetition of practices develops refined techniques. (1.2.12prof.Cr1a, 1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Cr3b, 1.2.12prof.Re7a, 1.2.12prof.Re9a, 9.4.8.TL.6, NJLSA.W10, NJLSA.W5, 2.1.12.EH.4)
- there is a direct relationship between planning, refined techniques, and success. (1.2.12prof.Cr1a, 1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Cr3a, 1.2.12prof.Re9a, 9.4.12.Cl.1, 9.4.12.Ct.1, 9.3.12.AR-JB.3, 9.3.12.AR-PRF.6, NJLSA.W6.)

- organize ideas logically. (1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Cr3a, WHST.9-10.4, NJLSA.W4)
- use varied techniques to evoke emotion. (1.2.12prof.Cr1d, 1.2.12prof.Re7a, 1.2.12prof.Re8a, 1.2.12prof.Cr2b, 1.2.12prof.Cr3b, 9.3.12.AR-PRF.5)

EU 2

- develop and refine a production plan through the use of feedback and collaboration. (1.2.12prof.Cr1b, 1.2.12prof.Cr2a, 1.2.12prof.Re9a, 9.4.8.TL.6, 9.3.12.AR-JB.3, 9.3.12.AR-PRF.6, NJLSA.W6.)

Stage Two - Assessment

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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. {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

- Identify audience (A EU1)
- Read articles about film development (A, EU1)
- Watch documentaries about film development (A EU1)
- Study mood and emotion in film. (A EU1)
- Watch examples of pitches (A EU1 EU2)
- Define film genres. (A EU1, EU2)
- Complete brainstorming exercises. (A EU2)
- Gather feedback. (A EU2)
- Write a logline. (A,M EU1)
- Identify story structure in films. (A, M EU1 EU2)
- Participate in a table read of a script. (A,M EU1 EU2)
- Analyze scenes from films. (A, M EU1 EU2)
- Rehearse scenes from a script. (A, M EU1, EU2)
- Analyze feedback. (M EU2)
- Research audience (M EU1 EU2)
- Pitch a concept to an audience. (M,T EU1)
- Develop characters and plot points. (M, T EU1 EU2)
- Write a narrative in screenplay format. (M, T EU1 EU2)
- Develop a pitch (T EU1)
- Create a production plan (T EU2)

Pacing Guide

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

Unit #	Title of Unit	Approximate # of teaching days
1	Developing Compelling Stories	40
2	Camera Techniques and Visual Aesthetics	40
3	Sound Design and Media Arrangement	55

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Final Cut Pro

Motion

Screenwriting Software(Arc Studio Pro, CeltX)

Rundown Creator

ASB Classroom

Studio Binder

Adobe CC Suite

Cinema Camera

Cinema Lens

Compatible High Speed Storage Media

Wireless Microphones
Gimbal
LED Field Lighting Kits

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.

