

Course: *Cinematic Storytelling*
Unit #3: *Sound Design and Media Arrangement*

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.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
 - 1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
 - 1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
 - 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
 - 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.
 - 1.2.12adv.Pr5a: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
 - **21st Century Life & Career Standards**
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

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

- **English Companion Standards**
 - NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
 - Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
 - 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
 - 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
- **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 strengthen and/or adapt their narrative for specific audiences and purposes.

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

Students will be able to understand the impact of technology in addressing real-world problems, enhancing life, and extending human capabilities to meet the challenges of 21st century society.

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

audio is a vital storytelling element, deliberately used to enhance mood, character, and tone.

EU 2

stories evolve or change through the chosen arrangement of audio and visual.

Essential Questions

- How can audio be used to strengthen a narrative?
- What impact does presentation have on delivery?

Knowledge

Students will know. . .

EU 1

- sound is a critical element of storytelling. (1.2.12prof.Cr3a , 1.2.12prof.Pr4a)

EU 2

- editing impacts the way a story is told. (1.2.12prof.Cr3a, 1.2.12acc.Crc, 1.2.12adv.Cr3b, NJSLSA.W5.)

Skills

Students will be able to. . .

EU 1

- capture audio effectively (1.2.12acc.Crc, 1.2.12adv.Pr5a)
- mix multiple tracks of audio (1.2.12acc.Crc, 1.2.12adv.Pr5a)
- select music tracks for a narrative film. (1.2.12prof.Cr3a, 1.2.12acc.Crc, 1.2.12adv.Cr3b)
- record, select, and/or sweeten sound effects. (1.2.12acc.Crc, 1.2.12adv.Cr3b, 1.2.12adv.Pr5a)

EU 2

- edit a narrative story using non-linear software (1.2.12prof.Cr3a, 1.2.12acc.Crc, 1.2.12adv.Cr3b)

- apply visual effects including video filters, generators and titles. (1.2.12acc.Crc, 1.2.12adv.Cr3b, 1.2.12prof.Pr4a)

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

- Refresh audio terms (**A, EU1**)
- Study sound design in film (**A EU1**)
- Listen to film scores (**A, EU1**)
- Reference software tutorial (**A, EU1, EU2**)
- Reference audio tutorial video or demonstration (**A, M, EU1**)
- Set up Digital Audio Workstation (DAW) to record audio that clips, audio that is clean, and audio that is too low (**M, EU1**)
- Compare and contrast equipment. (**M, EU1**)
- Composite two layers of video using each parameter, filter and blend mode (**M, EU1, EU2**)
- Matte the top layer using different mattes (**M, EU2**)
- Create text and mask the top layer with the text (**M, EU2**)
- Sequence Dialogue and/or VO with music and sound effects (**T, EU1, EU2**)
- Apply filter to a audio clip and adjust parameters so that it meets project expectations (**T, EU1**)
- Adjust audio levels with non-linear editing software (**T, EU1**)
- Color correct a video with poor white balance and exposure (**T, EU2**)

- Color grade an edited sequence to make it selectively saturate a color and desaturate other colors (M, EU2)
- Create a title sequence (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.