

Disciplinary Concept:	Anchor Standard:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CSDT within Unit
	<p><b>Anchor Standard 1: Conceptualizing and generating ideas</b></p> <p><b>Anchor Standard 9: Interpreting intent and meaning.</b></p> <p><b>Anchor Standard 11</b>  <b>Description: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></p>	
Core Idea:	Performance Expectation/s:	
<p>Unit I Title: The Birth of Television(1950's)</p> <p>Television grew as a novelty and not as a method of telling stories.</p> <p>How television became a storytelling device.</p>	<p>Understanding of the following questions::</p> <p>1) Knowing who David Sarnoff and Philo T, Farnsworth are.</p> <p>2)How did television grow in popularity?</p> <p>3)Understand television as a medium vs. Radio.</p> <p>Understanding of the following questions::</p> <p>1) When did television become a viable medium by generating income?</p> <p>2: What makes certain television programs epic?</p>	<p><b><u>Essential Question:</u></b>  <b>Is television production a form of art or a business?</b></p> <p><b><u>Activity Description:</u></b> American TV            Grades 9 through 12</p> <p><b><u>Time:</u></b> 40 minutes</p> <p><b><u>Lesson Background:</u></b></p> <p>Students will understand the television industry as being a business and an art form.</p> <p>It is essential to understand the definition of the following key terms:</p>

<p>The Golden Era of Television(1940-1980's)</p> <p>The 1960s were a time of great change and growth for American Television.</p>	<p>Understanding of the following questions::</p> <p>1: How did noir TV series contribute to television's effectiveness?</p> <p>Understanding of the following questions:</p> <p>1: What did the introduction of the Broadcast news do to America's awareness of current events?</p> <p>2: How did the low-budget film affect the product created by Hollywood?</p> <p>3) How did the changing culture of America in the 1960s influence the aesthetic of Television?</p>	<p>Protagonist Antagonist Symbolism Foreshadowing Found footage Product placement Subliminal messaging Breaking down the 4th wall Dolly Pan Zoom Green screen Stop motion Networks Affiliates Nielsen Rating</p> <p>The television programs that we will watch in class will include but will not be limited to:</p>
<p>Realism and Fantasy (1970-Now)</p> <p>The 1970s featured a change from colorful fantasies to gritty dramas.</p> <p>The 1990s and 2000s gave rise to television in terms of networks and streaming venus.</p>	<p>Understanding of the following questions:</p> <p>1: How did America's disillusionment with the Vietnam war change the way we broadcast News?</p> <p>2: How did the ever shrinking size of Television gear change the way stories could be told?</p> <p>Understanding of the following questions:</p> <p>1: How did the programming of the 1990s contribute to so many classic television programs?</p>	<p>THE TWILIGHT ZONE 60 MINUTES STAR TREK SITUATION COMEDIES OF THE 60'S ROOTS SATURDAY NIGHT LIVE ALFRED HITCHCOCK PRESENTS AMAZING STORIES (SPIELBERG) CHEERS / FRASIER THE COSBY SHOW THE ODD COUPLE HONEYMOONERS WESTERNS SPY GENRE</p>

<p>The 2000s have focused largely on franchises and the rise of the high-profile independent film</p> <p>Famous Filmmakers that have carried over to Television.</p> <p>Alfred Hitchcock as a television director</p> <p>Steven Spielberg as a television director</p>	<p>2: How did advancements in computer special effects expand the quality of television programming?</p> <p>3: Of all the available mediums today, why is television always growing and expanding while others slowly are becoming obsolete?</p> <p>Understanding of the following questions: 1: Understand television programs like “Alfred Hitchcock Presents,” “Amazing Stories” and “Twin Peaks.”</p> <p>2: How has streaming video changed television forever?</p> <p>Understanding of the following questions: 1: What was Hitchcock’s style of shooting”?</p> <p>2: How are techniques like montage and close-up utilized within Hitchcock?</p> <p>3): What role does the camera play in the storytelling in Hitchcock tv stories?</p> <p>Understanding of the following questions: 1: How did Spielberg’s unique cinematography set him apart?</p> <p>2: What aspects of Spielberg’s style contributed to the style of directing television in the 1980s?</p> <p>3: How was Spielberg able to create</p>	<p>MISSION IMPOSSIBLE THE WILD WILD WEST “DUEL” Made for tv movie directed by Steven Spielberg.</p> <p>COMPETING NETWORKS MATCHING SHOWS: Students will understand the competitive aspects of achieving the highest ratings. We will focus on the technique of programming.</p> <p>STREAMING NETWORKS NETFLIX PEACOCK PARAMOUNT TALK SHOW WARS</p>
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	special effects in his stories with very few special effects visible? Essential		
	4.Studying Spielberg’s first made for TV movie. “Duel.”		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Weekly Quizzes</li><li>• Daily Q&amp;A on movie segments, theme evaluation, director shooting styles, lessons learned</li></ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"><li>• Tests/Quizzes</li></ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"><li>• Theme Tests</li><li>• Marking Period Exams</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Allow access to special materials including study guides for each television show</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Supplemental Resources</b>			
<b>Technology</b> The Classroom is equipped with a State of the Art large 82 inch 4K screen television for showing all classroom movies and TV programs. <b>Other:</b> <ul style="list-style-type: none"><li>• N/A</li></ul>			
<b>Differentiated Student Access to Content:</b> <b>Recommended <i>Strategies &amp; Techniques</i></b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>YouTube and other streaming videos will be available.</li> </ul>	<ul style="list-style-type: none"> <li>Study Guides are provided two days prior to each quiz and exam.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	
	Career Readiness, Life Literacies, & Key Skills Practices
	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global</p>

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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