# BENTV STUDIO CURRICULUM:

Marking Period			Unit Title	Recommended Instructional Days		
1		UNDERSTANDI	NG LIVE PRODUCTION	<u> </u>		
9.3.12.AR-VIS.1- Describe the history and evolution of the visual arts and its role in and impact on society.	Perform	ance Expectation/s:				
	identify th between n and equip	should be able to the difference nodern broadcasts ment as compared roadcasts and t.	Essential Questions & Recommended Activities			
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Perform	ance Expectation/s:				
	expert kr to broadd they can	should have nowledge on how cast live media,, communicate and heir ideas.	should Understand how produced. What does a di technical director do? Ho	It the end of this lesson the student nd how a live production is bes a director do? What does a do? How Live video production a taped or recorded productions.		
Enduring Understanding/s:		nce Expectation/s:	How communication is vital to a live production? How a pre-planning more important in live production th			
Prepares students for careers in television and broadcasting.	the vario associate productio be aware roles ava	will be aware of us terms d with live ons. They will of all of the ilable as jobs in production	in tape productions? Students will watch BTS Foot experience a live product			
Social and Emotional Learning:	1	and Emotional Learning:				
Competencies -Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul> <li>R in self-confid daily tasks</li> <li>D av er in</li> </ul>	<i>Competencies</i> ecognizing the nportance of ence in handling and challenges. emonstrate an wareness of the spectations for social iteractions in a variety f ways.				

	<ul> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>Utilize positive communication and social skills to interact effectively with others.</li> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>		
To show evidence of meetin	ts (Formative) g the standard/s, students will engage within:	To show evidence of meetin	s (Summative) ng the standard/s, students will lly complete:
Informal assessments	will take place to ensure that the rstanding of the material covered.		score of 70% or higher, students ve will have their shows ol TV Stations.
		nt Access to Content: ng Resources/Materials	
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
	<ul> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the</li> </ul>	<ul> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	• Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Technology:	focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.	Resources	
<ul> <li>Samples of BTS Live Tele</li> <li>Other:</li> <li>N/A</li> </ul>	Alsion Shows		
	Differentiated Student A Recommended <i>Strategi</i>		
Core	Recommended <i>Strategi</i> Alternate	ies & Techniques ELL Core	Gifted & Talented
Core Resources • Offer resources to	Recommended Strategi	ies & Techniques	Gifted & Talented Core • Offer

within the course.       visual step-by-step guides, additional examples, modeling, etc).       academically.         • Allow additional time to complete       • Allow additional time to complete       • Propose interest-based extension activities for extra credit.			-	
<ul> <li>classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>	reiterate content learned within the course.	<ul> <li>visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal</li> </ul>		<ul> <li>Propose interest-based extension activities and opportunities</li> </ul>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
Amistad Law: N.J.S.A. 18A 52:16A-88		Holocaust Law: N.J.S.A. 18A:35-28		LGBT and Disabilities Law: <i>N.J.S.A.</i> <i>18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>	

Marking	Unit	Recommended
Period	Title	Instructional Days
1	Roles in Live Production	10

9.3.12.AR-VIS.1- Describe the history and evolution of		
the visual arts and its role in and impact on society.	Performance Expectation/s:	
	Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	
	Students should have expert knowledge on how to broadcast live media,, they can communicate and express their ideas.	Essential Question/s: At the end of this lesson the student should know the names of all crew positions on a live broadcast production. Students should know how to operate all equipment associated with each production role. Students should know what a director does and how the director's role is
Enduring Understanding/s:	Performance Expectation/s:	important? Students should know the importance of each camera? Students should know how to set up a
Prepares students for careers in television and broadcasting.	Students will be aware of the various terms and people associated with the creation of television from its inception until today. Students should be able to explain how Television works, who helped create it, explain the difference between early television and the Television of today. Students should be aware of the ever changing technological society and how it has changed and been impacted by new inventions.	green screen and properly key it for live productions. Students will setup and record various live simulation broadcasts and alternate roles until they all feel comfortable in the production environment.
Social and Emotional Learning:	Social and Emotional Learning:	
Competencies	Sub-Competencies	
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility	• Recognizing the importance of self-confidence in handling daily tasks and challenges.	

-Decision-Making	<ul> <li>Demonstrate an</li> </ul>			
	awareness of the			
	expectations for social			
	interactions in a variety			
	of ways.			
	<ul> <li>Demonstrate an</li> </ul>			
	understanding of the			
	need for mutual respect			
	when viewpoints differ.			
	<ul> <li>Recognize the skills</li> </ul>			
	needed to			
	establish and achieve			
	personal and			
	educational goals.			
	Utilize positive			
	communication and			
	social skills to interact			
	effectively with others.			
	• Develop, implement,			
	and model effective			
	problem solving and			
	critical thinking skills.			
Assessment	ts (Formative)	Assessment	s (Summative)	
To show evidence of meeting the standard/s, students will		To show evidence of meetin	g the standard/s, students will	
successfully engage within:		successfu	lly complete:	
<ul> <li>Informal Assessments</li> </ul>		Benchmarks:		
			score of 70% or higher, students	
		who receive 90 or above will have their shows		
		hreadcast on the school	1 T V O + 1 + 1 + 1 + 1 + 1	
		broadcast on the schoo	of I V Stations.	
		broadcast on the school	of I V Stations.	
			of TV Stations.	
		Summative Assessments:		
	Differentiated Stude	Summative Assessments: • ASSESSMENTS BAS	SED ON SHOW RECORDED	
		Summative Assessments:		
Core		Summative Assessments: • ASSESSMENTS BAS nt Access to Content:		
Core Resources	Teaching and Learnin Alternate Core Resources	Summative Assessments: • ASSESSMENTS BAS nt Access to Content: ng <i>Resources/Materials</i>	SED ON SHOW RECORDED	
	Teaching and Learnin Alternate Core Resources IEP/504/At-Risk/ESL	Summative Assessments: • ASSESSMENTS BAS nt Access to Content: ng <i>Resources/Materials</i> ELL	SED ON SHOW RECORDED Gifted & Talented Core Resources	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ng Resources/Materials         ELL         Core Resources         • Allow access to	SED ON SHOW RECORDED Gifted & Talented Core Resources  Connect students to	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESLMeet with the student's special	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ng Resources/Materials         ELL         Core Resources         • Allow access to supplemental	SED ON SHOW RECORDED Gifted & Talented Core Resources  Connect students to related talent	
	Teaching and LearningAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         og Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including	SED ON SHOW RECORDED Gifted & Talented Core Resources  Connect students to related talent development	
	Teaching and Learnin         Alternate       Core Resources         IEP/504/At-Risk/ESL       Meet with the         • Meet with the       student's special         education or       inclusion teacher	Summative Assessments: • ASSESSMENTS BAS nt Access to Content: ag <i>Resources/Materials</i> ELL Core Resources • Allow access to supplemental materials, including use of online	SED ON SHOW RECORDED Gifted & Talented Core Resources Connect students to related talent development opportunities, often	
	Teaching and Learnin         Alternate       Core Resources         IEP/504/At-Risk/ESL       Meet with the student's special education or inclusion teacher prior to initial	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         og Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including	SED ON SHOW RECORDED Gifted & Talented Core Resources Connect students to related talent development opportunities, often offered through area	
	Teaching and Learnin         Alternate       Core Resources         IEP/504/At-Risk/ESL       Meet with the student's special education or inclusion teacher prior to initial assessment to learn	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         bg Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the	Summative Assessments: • ASSESSMENTS BAS nt Access to Content: ag <i>Resources/Materials</i> ELL Core Resources • Allow access to supplemental materials, including use of online	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         bg Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ing Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         bg Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ag Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ag Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
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	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         ing Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
	Teaching and LearninAlternateCore ResourcesIEP/504/At-Risk/ESL• Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or	Summative Assessments:         • ASSESSMENTS BAS         nt Access to Content:         bg Resources/Materials         ELL         Core Resources         • Allow access to supplemental materials, including use of online bilingual dictionaries.         • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or	SED ON SHOW RECORDED Gifted & Talented Core Resources • Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance	
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<ul> <li>individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</li> </ul>	
Suppleme	ntal Resources

 Technology:

 • BTS of School News Program

#### Other: N/A ٠

## Differentiated Student Access to Content: Recommended Strategies & Techniques

Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
<ul> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> </ul>	<ul> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps</li> </ul>	<ul> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> </ul>	<ul> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning</li> </ul>

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Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	<ul> <li>required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>	<ul> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: N.J.S.A. 18A 52:16A-88		Holocaust Law: N.J.S.A. 18A:35-28		LGBT and Disabilities Law: <i>N.J.S.A.</i> 18A:35-4.35		Standards in Action: <i>Climate Change</i>

Marking			Unit	Recommended	
Period			Title	Instructional Days	
1		LIVE NEWS	S ENVIRONMENTS	30	
9.3.12.AR-VIS.1- Describe the history and evolution of the visual arts and its role in and impact on society.	Perform	ance Expectation/s:			
Analyze how the application of visual arts elements and	identify th between n and equip	should be able to ne difference nodern broadcasts ment as compared roadcasts and t.	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Un		
principles of design communicate and express ideas.	Perform	ance Expectation/s:			
	expert kr to broadd they can	should have howledge on how cast live media,, communicate and heir ideas.	Essential Question/s: At the e should know about pro broadcast show. At the end of this lesson the s how to cast the talent as ancl	ducing a news type live tudent should understand	
Enduring Understanding/s:	Performa	nce Expectation/s:	and import that script into the teleprompter. How to Setup lighting for the broadcast. How to set up sound		
Prepares students for careers in television and broadcasting.	the feature What SD to proper a video c importan	will be aware of res of cameras. cards are. How ly record using amera. The ce of Tripods to store their	a live production. How to set computer operated switchers members and actors. How to record a live production to ta Students will develop a news to various roles. The objective straight through beginning t	s. How to direct the crew roll b-roll if needed. How to pe for later broadcast. show and assign each other e is to record the show	
Social and Emotional Learning:		and Emotional Learning:	pauses.	<b>-</b>	
Competencies	Sub-	Competencies			
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	in self-confid daily tasks • D av ez in of of	ecognizing the nportance of ence in handling and challenges. emonstrate an wareness of the expectations for social iteractions in a variety f ways. emonstrate an nderstanding of the			

To show evidence of meetin successfully	<ul> <li>need for mutual respect when viewpoints differ</li> <li>Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>Utilize positive communication and social skills to interact effectively with others.</li> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> <li>ts (Formative) g the standard/s, students will engage within:</li> </ul>	Assessment To show evidence of meetin	s (Summative) og the standard/s, students will Ily complete:
• Formal assessment tak show	<ul> <li>Students will be informal assessed throughout.</li> <li>Formal assessment takes place during recording of each show</li> <li>Students will be formally assessed through their</li> </ul>		score of 70% or higher, students ve will have their shows of TV Stations.
		• FINAL PROGRAM ent Access to Content: ng Resources/Materials	
Core	Alternate	ELL	Gifted & Talented
Resources	Core Resources IEP/504/At-Risk/ESL	Core Resources	Core Resources
	• Meet with the student's special education or inclusion teacher prior to initial	<ul> <li>Allow access to supplemental materials, including use of online</li> </ul>	• Connect students to related talent development opportunities, often offered through area

	<ul> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</li> </ul>		
	Supplemer	ntal Resources	
Technology:         •       TV STUDIO EQUIPN         Other:         •       N/A	MENT, Wirecast 7.0, Apex Video S	Switcher.	

# Differentiated Student Access to Content: Recommended *Strategies & Techniques*

Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core
<ul> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step</li> </ul>	<ul> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> </ul>

	guides, additional	• Propose
	examples,	interest-based
	modeling, etc).	extension activities
		and opportunities
	Allow additional	for extra credit.
	time to complete	ioi ontiu oroant.
	classwork as	
	needed, when	
	required according	
	to students' IEP or	
	504 plan. Break	
	assignments up	
	into shorter tasks	
	while repeating	
	directions as	
	needed. Offer	
	additional	
	individual	
	instruction time as	
	needed.	
	Modify test	
	content and/or	
	format, allowing	
	students additional	
	time and	
	preferential seating	
	as needed,	
	according to their	
	IEP or 504 plan.	
	Review, restate	
	and repeat	
	directions during	
	any formal or	
	informal	
	assessments.	
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: N.J.S.A. 18A 52:16A-88		Holocaust Law: N.J.S.A. 18A:35-28		LGBT and Disabilities Law: <i>N.J.S.A.</i> <i>18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>

Marking	Unit	Recommended
Period	Title	Instructional Days
2	LIVE TALKSHOW PRODUCTION	45

9.3.12.AR-VIS.1- Describe the history and evolution of the visual arts and its role in and impact on society. Analyze how the application of visual arts elements and principles of design	Performance Expectation/s: Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
communicate and express ideas.	Performance Expectation/s:	
	Students should have expert knowledge on how to broadcast live media,, they can communicate and express their ideas.	Essential Question/s: At the end of this lesson the student should know how to edit video. Essential Question/s: At the end of this lesson the student should know about producing a news type live broadcast show.
Enduring Understanding/s:	Performance Expectation/s:	At the end of this lesson the student should understand
Prepares students for careers in television and broadcasting.	Students will be aware of the various jobs that are in the video editing industry.	how to cast the talent as anchors. How to prepare a script and import that script into the teleprompter. How to Setup lighting for the broadcast. How to set up sound for a live production. How to set up cameras and run lines to computer operated switchers. How to direct the crew
Social and Emotional Learning:	Social and Emotional Learning:	members and actors. How to roll b-roll if needed. How to record a live production to tape for later broadcast.
Competencies -Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul> <li>Sub-Competencies</li> <li>Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>Utilize positive communication and social skills to interact</li> </ul>	The students will develop a live talkshow and assign themselves to various roles. They will be responsible for booking the guests and completing each show. Students will be responsible for all aspects of the production.

	• Develop, implement, and model effective		
	problem solving and		
	critical thinking skills.		
To show evidence of meeting	s (Formative) g the standard/s, students will engage within:	To show evidence of meeting	s (Summative) g the standard/s, students will lly complete:
Quizzes		<ul> <li>Benchmarks:</li> <li>Students will obtain a</li> </ul>	score of 70% or higher, students
			ve will have their shows of TV Stations.
		Summative Assessments:     Multiple Choice Asses	sment
		ent Access to Content:	
Core	Alternate	ng <i>Resources/Materials</i> ELL	Gifted & Talented
Resources	<b>Core Resources</b>	Core Resources	Core Resources
	<ul> <li>IEP/S04/At-Risk/ESL</li> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning,</li> </ul>	<ul> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	<ul> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

	active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.			
Supplemental Resources				

Technology:

• Youtube: Adobe Premeire Editing Tutorials

Other:

• N/A

### Differentiated Student Access to Content: Recommended *Strategies & Techniques*

Recommended Strategies & Teeninques					
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core		
<ul> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break</li> </ul>	<ul> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>		

assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.	
<ul> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>	

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Marking Period		Unit Title		Recommended Instructional Days	
3		LIVE MUS	SIC PRODUCTION	45	
Students v completed production work colla		ance Expectation/s:		vities, Investigations, rections, and/or Student	
		will create a l video as a n group. They will aboratively in des to achieve this.	Recommended Activ Interdisciplinary Conn		
Analyze the lifestyle implications and physical demands required in the arts, audio/visual Technology and communications workplace	ations and physical ads required in the ts, audio/visual echnology and		Experiences to Explore N	JSLS-CLKS within Unit	

Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Students should have expert knowledge on how to broadcast live media,, they can communicate and express their ideas. Performance Expectation/s:	<ul> <li>Essential Question/s: At the end of this lesson the student should know about producing a news type live broadcast show.</li> <li>At the end of this lesson the student should understand how to cast the talent as anchors. How to prepare a script and import that script into the teleprompter. How to Setup lighting for the broadcast. How to set up sound for a live production. How to set up cameras and run lines to computer operated switchers. How to direct the crew members and actors. How to roll b-roll if needed. How to</li> </ul>
Prepares students for careers in television and broadcasting.	Students will be aware of the various terms and people associated with the creation of television from its inception until today. Students should be able to explain how Television works, who helped create it, explain the difference between early television and the Television of today. Students should be aware of the ever changing technological society and how it has changed and been impacted by new inventions.	<ul> <li>record a live production to tape for later broadcast. How to record a musical act either live or using lip syncing.</li> <li>How to create a visual story that is entertaining and understandable.</li> <li>Students will develop a music show featuring live or lip synced musical acts. The show will also include a host and interview segment.</li> </ul>
Enduring Understanding/s:	Performance Expectation/s:	
Prepares students for careers in television and broadcasting.	• Students will be aware of the time associated with video productions, various jobs in the video production industry, and if they will desire to pursue a career in education.	
To show evidence of meeting	s (Formative) g the standard/s, students will engage within:	Assessments (Summative) To show evidence of meeting the standard/s, students will successfully complete:

<ul> <li>class. Videos will be i critique.</li> <li>Formal Assessment us final grade. Students i</li> </ul>	deos screened in front of the entire informally assessed through using a rubric will determine their missing during production time or ades during production will than others.	<ul> <li>Benchmarks:</li> <li>Students will obtain a score of 70% or higher, students who complete the proper assigned classwork and achieve a 90% or hire will be screened on BENTV and Youtube.</li> </ul>			
		Summative Assessments: • Multiple Choice Assessments:	nent		
		ent Access to Content: ng <i>Resources/Materials</i>			
Core	Alternate	ELL	Gifted & Talented		
Resources	Core Resources	Core Resources	<b>Core Resources</b>		
	IEP/504/At-Risk/ESL				
	<ul> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's</li> </ul>	<ul> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	<ul> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>		

	special education classroom, or the school's Occupational or						
	Physical Therapists.						
	Supplementa	I Resources					
Technology:         • Samples of Previous Student Project Completions.         Other:         • N/A         Differentiated Student Access to Content: Recommended Strategies & Techniques         Core       Alternate       ELL Core       Gifted & Talented							
Resources	Core Resources IEP/504/At-Risk/ESL	Resources	Core				
<ul> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual</li> </ul>	<ul> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>				

<ul> <li>instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>		
content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal		
	content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal	

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Marking Period			Unit Title	Recommended Instructional Days	
4		LIVE STREAM	MING BROADCASTS	45	
Design an Audio, Video and or film production	Perform	ance Expectation/s:			
	completed production work colla	will create a l video as a n group. They will aboratively in bles to achieve this.		vities, Investigations, ections, and/or Student	
Analyze the lifestyle implications and physical demands required in the arts, audio/visual Technology and communications workplace	Perform	ance Expectation/s:		JSLS-CLKS within Unit	
	understar required	will have an nding of all that is to produce videos	Essential Question/s: At the o should know about pro broadcast show.	end of this lesson the student ducing a news type live	
that are released to the general viewing audience.			At the end of this lesson the s how to cast the talent as and	tudent should understand hors. How to prepare a script	

Analyze how the application of visual arts elements and principles of design communicate	Performance Expectation/s:	and import that script into the teleprompter. How to Setup lighting for the broadcast. How to set up sound for a live production. How to set up cameras and run lines to computer operated switchers. How to direct the crew		
and express ideas.		members and actors. How record a live production to	to roll b-roll if needed. How to	
Prepares students for careers in television and broadcasting.	Students should have expert knowledge on how to broadcast live media,, they can communicate and express their ideas.			
Enduring Understanding/s:	Performance Expectation/s:		nei.	
Prepares students for careers in television and broadcasting.	• Students will be aware of the time associated with video productions, various jobs in the video production industry, and if they will desire to pursue a career in education.			
Assessment	s (Formative)	Assessment	ts (Summative)	
	g the standard/s, students will	To show evidence of meeting the standard/s, students will		
<ul> <li>Students will have vide class. Videos will be in critique.</li> <li>Formal Assessment usi final grade. Students m</li> </ul>	engage within: cos screened in front of the entire formally assessed through ng a rubric will determine their issing during production time or des during production will han others.	<ul> <li>Benchmarks:         <ul> <li>Students will obtain a who complete the propachieve a 90% or hire Youtube.</li> </ul> </li> <li>Summative Assessments:</li> </ul>	score of 70% or higher, students per assigned classwork and will be screened on BENTV and	
	Differentiated Stud	Multiple Choice Asses ent Access to Content:	ssment	
		ng Resources/Materials		
Core	Alternate	ELL Com Decomposition	Gifted & Talented	
Resources	Core Resources IEP/504/At-Risk/ESL	<b>Core Resources</b>	Core Resources	
	<ul> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or</li> </ul>	<ul> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion</li> </ul>	• Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.	

	<ul> <li>test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.</li> </ul>	teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.					
	Supplement	al Resources					
Technology: • Wirecast 7.0, Digital Video Other: • N/A	o Cameras, SDI to HDMI Equip Differentiated Stude	oment.					
Recommended Strategies & Techniques							
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core				
• Offer resources to students in a variety of ways to accommodate for multiple learning styles.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach	• Provide extended time to complete classwork and assessments as needed. Assignments	• Offer pre-assessments to better understand students' strengths, and create an				

		<b>I</b>	
<ul> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul> <li>as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>	<ul> <li>and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

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