

BENTV STUDIO CURRICULUM:

Marking Period		Unit Title	Recommended Instructional Days
1		UNDERSTANDING LIVE PRODUCTION	5
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:	Essential Questions & Recommended Activities	
	Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.		
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.	<p><i>Essential Question/s: At the end of this lesson the student should... Understand how a live production is produced. What does a director do? What does a technical director do? How Live video production differentiates from taped or recorded productions.</i></p> <p><i>How communication is vital to a live production? How is pre-planning more important in live production than in tape productions?</i></p> <p><i>Students will watch BTS Footage of Live TV Shows to experience a live production Environment.</i></p>	
Enduring Understanding/s:	Performance Expectation/s:		
Prepares students for careers in television and broadcasting.	Students will be aware of the various terms associated with live productions. They will be aware of all of the roles available as jobs in the live production world.		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>		
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. 		

	<ul style="list-style-type: none">● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills 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.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none">● Informal assessments will take place to ensure that the students have an understanding of the material covered.		<u>Benchmarks:</u> <ul style="list-style-type: none">● Students will obtain a score of 70% or higher, students who receive 90 or above will have their shows broadcast on the school TV Stations. <u>Summative Assessments:</u> <ul style="list-style-type: none">● Future Projects	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none">● 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.● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student	<ul style="list-style-type: none">● 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 needs.	<ul style="list-style-type: none">● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	<p>focus, comprehension and time on task.</p> <ul style="list-style-type: none"> • 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. 		
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Supplemental Resources

Technology:

- Samples of BTS Live Television Shows

Other:

- N/A

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push

reiterate content learned within the course.	<p>explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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. • 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. 		<p>each other academically.</p> <ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit.
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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: <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>		Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended 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:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences
	Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.	
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.	<p><i>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 important? Students should know the importance of each camera? Students should know how to set up a green screen and properly key it for live productions.</i></p> <p><i>Students will setup and record various live simulation broadcasts and alternate roles until they all feel comfortable in the production environment.</i></p>
Enduring Understanding/s:	Performance Expectation/s:	
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.	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. 	

-Decision-Making	<ul style="list-style-type: none">● Demonstrate an awareness of the expectations for social interactions in a variety of ways.● Demonstrate an understanding of the need for mutual respect when viewpoints differ.● Recognize the skills 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.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none">● Informal Assessments		Benchmarks: <ul style="list-style-type: none">● Students will obtain a score of 70% or higher, students who receive 90 or above will have their shows broadcast on the school TV Stations. Summative Assessments: <ul style="list-style-type: none">● ASSESSMENTS BASED ON SHOW RECORDED	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none">● 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.● Provide access to an	<ul style="list-style-type: none">● 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 needs.	<ul style="list-style-type: none">● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	<p>individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> • 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. 		
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • BTS of School News Program Other: <ul style="list-style-type: none"> • N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning

<ul style="list-style-type: none"> • 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. 	<p>required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>opportunities, including grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit.
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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: <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>		Standards in Action: <i>Climate Change</i>
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Marking Period		Unit Title	Recommended Instructional Days
1		LIVE NEWS 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.	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit	
	Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.		
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.	<p><i>Essential Question/s: At the end of this lesson the student should... know about producing a news type live broadcast show.</i></p> <p><i>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 record a live production to tape for later broadcast.</i></p> <p><i>Students will develop a news show and assign each other to various roles. The objective is to record the show straight through beginning to end with no stops or pauses.</i></p>	
Enduring Understanding/s:	Performance Expectation/s:		
Prepares students for careers in television and broadcasting.	Students will be aware of the features of cameras. What SD cards are. How to properly record using a video camera. The importance of Tripods and how to store their footage.		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>		
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the 		

	<p>need for mutual respect when viewpoints differ.</p> <ul style="list-style-type: none">● Recognize the skills 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.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none">● Students will be informally assessed throughout.● Formal assessment takes place during recording of each show● Students will be formally assessed through their projects.		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none">● Students will obtain a score of 70% or higher, students who receive 90 or above will have their shows broadcast on the school TV Stations. <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● FINAL PROGRAM	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none">● 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.● 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.	<ul style="list-style-type: none">● 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 needs.	<ul style="list-style-type: none">● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	<ul style="list-style-type: none"> • 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. 		
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Supplemental Resources

Technology:

- TV STUDIO EQUIPMENT, Wirecast 7.0, Apex Video Switcher.

Other:

- N/A

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • 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 style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.

	<p>guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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. • 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. 		<ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit.
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Marking Period	Unit Title	Recommended 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.	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
	Students should be able to identify the difference between modern broadcasts and equipment as compared to early broadcasts and equipment.	
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.	<p><i>Essential Question/s: At the end of this lesson the student should... know how to edit video.</i></p> <p><i>Essential Question/s: At the end of this lesson the student should... know about producing a news type live broadcast show.</i></p>
Enduring Understanding/s:	Performance Expectation/s:	<p><i>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 record a live production to tape for later broadcast.</i></p>
Prepares students for careers in television and broadcasting.	Students will be aware of the various jobs that are in the video editing industry.	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and social skills to interact effectively with others. 	<p><i>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.</i></p>

	<ul style="list-style-type: none">Develop, implement, and model effective problem solving and critical thinking skills.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none">Quizzes		Benchmarks: <ul style="list-style-type: none">Students will obtain a score of 70% or higher, students who receive 90 or above will have their shows broadcast on the school TV Stations. Summative Assessments: <ul style="list-style-type: none">Multiple Choice Assessment	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none">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.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.Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning,	<ul style="list-style-type: none">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 needs.	<ul style="list-style-type: none">Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	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: <ul style="list-style-type: none"> Youtube: Adobe Premeire Editing Tutorials Other: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. 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 style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 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). Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.

	<p>assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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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					Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title	Recommended Instructional Days
3	LIVE MUSIC PRODUCTION	45
Design an Audio, Video and or film production	Performance Expectation/s:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</p>
	Students will create a completed video as a production group. They will work collaboratively in various roles to achieve this.	
Analyze the lifestyle implications and physical demands required in the arts, audio/visual Technology and communications workplace	Performance Expectation/s:	

	Students should have expert knowledge on how to broadcast live media,, they can communicate and express their ideas.	<p>Essential Question/s: <i>At the end of this lesson the student should... know about producing a news type live broadcast show.</i></p> <p><i>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 record a live production to tape for later broadcast. How to record a musical act either live or using lip syncing.</i></p> <p><i>How to create a visual story that is entertaining and understandable.</i></p> <p><i>Students will develop a music show featuring live or lip synced musical acts. The show will also include a host and interview segment.</i></p>
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	
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.	
Enduring Understanding/s:	Performance Expectation/s:	
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none"> 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. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<ul style="list-style-type: none">Students will have videos screened in front of the entire class. Videos will be informally assessed through critique.Formal Assessment using a rubric will determine their final grade. Students missing during production time or who received poor grades during production will receive a lower grade than others.	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none">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. <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">Multiple Choice Assessment		
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
	<ul style="list-style-type: none">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.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.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	<ul style="list-style-type: none">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 needs.	<ul style="list-style-type: none">Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	special education classroom, or the school's Occupational or Physical Therapists.		
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Samples of Previous Student Project Completions. Other: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. 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 style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 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). 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 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.

	<p>instruction time as needed.</p> <ul style="list-style-type: none"> 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: <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>		Standards in Action: <i>Climate Change</i>
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Marking Period		Unit Title	Recommended Instructional Days
4		LIVE STREAMING BROADCASTS	45
Design an Audio, Video and or film production	Performance Expectation/s:	<p style="text-align: center;">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</p>	
	Students will create a completed video as a production group. They will work collaboratively in various roles to achieve this.		
Analyze the lifestyle implications and physical demands required in the arts, audio/visual Technology and communications workplace	Performance Expectation/s:		
	Students will have an understanding of all that is required to produce videos that are released to the general viewing audience.	<p><i>Essential Question/s: At the end of this lesson the student should... know about producing a news type live broadcast show.</i></p> <p><i>At the end of this lesson the student should... understand how to cast the talent as anchors. How to prepare a script</i></p>	

Analyze how the application of visual arts elements and principles of design communicate and express ideas.	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 members and actors. How to roll b-roll if needed. How to record a live production to tape for later broadcast.	
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.	The students will create and take part in various live broadcasts which will be streamed live to the internet and school television channel.	
Enduring Understanding/s:	Performance Expectation/s:		
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none">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.		
Assessments (Formative) To show evidence of meeting the standard/s, students will successfully engage within:		Assessments (Summative) To show evidence of meeting the standard/s, students will successfully complete:	
<ul style="list-style-type: none">Students will have videos screened in front of the entire class. Videos will be informally assessed through critique.Formal Assessment using a rubric will determine their final grade. Students missing during production time or who received poor grades during production will receive a lower grade than others.		<u>Benchmarks:</u> <ul style="list-style-type: none">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. <u>Summative Assessments:</u> <ul style="list-style-type: none">Multiple Choice Assessment	
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	<p>test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Wirecast 7.0, Digital Video Cameras, SDI to HDMI Equipment. Other: <ul style="list-style-type: none"> • N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an

<ul style="list-style-type: none"> ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● 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. 	<p>as needed during instruction to better engage all learners.</p> <ul style="list-style-type: none"> ● 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). ● 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. ● 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. 	<p>and rubrics may need to be modified.</p> <ul style="list-style-type: none"> ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>enhanced set of introductory activities accordingly.</p> <ul style="list-style-type: none"> ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.
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