

# INTRO TO VIDEO PRODUCTION CURRICULUM:

Marking Period		Unit Title	Recommended Instructional Days
1		History of Television	20
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	
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:		
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.	<p><i>Essential Question/s: At the end of this lesson the student should... Understand the origins of television, and what it has become in our modern times. Students shall be able to name certain historic figures and define what they have accomplished. Students should know the meanings of key television terms.</i></p> <p><i>Who invented Television? Who invented Radio? Who is known as the father of Television? What were some of the difficulties early television broadcasters faced.</i></p> <p><i>At the end of this lesson the student should... know about various inventions and when they were introduced. Compare modern times with the era of television development.</i></p> <p><i>Students should understand various genres of Television Programming and the influential people who influenced them.</i></p>	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>		
-Self- awareness -Social Awareness -Self- Management -Relationship Skills	<ul style="list-style-type: none"> <li>Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> </ul>		

-Responsibility -Decision-Making	<ul style="list-style-type: none"><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 effectively with others.</li><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>● Quizzes</li></ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"><li>● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmmented.</li></ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"><li>● Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><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</li></ul>	<ul style="list-style-type: none"><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 style="list-style-type: none"><li>● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li></ul>

	<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"> <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>		
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#### Supplemental Resources

#### Technology:

- Modern Marvels: The History of Television

#### 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"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>

<ul style="list-style-type: none"> <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>	<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"> <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 style="list-style-type: none"> <li>• Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<p>opportunities, including grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none"> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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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		3 Stages of 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 to Explore NJSLS-CLKS within Unit	
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:		
		<i>Essential Question/s: At the end of this lesson the student should... know the names of the three stages of production. Pre, Production and post. The various tasks that belong to each stage. Finally why each stage is important and symbiotic to each other.</i>	
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.	<i>Essential Questions: What is Pre-Production? What is Production? What is Post-Production. What tasks qualify for which stage?</i>	
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"> <li>Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>Demonstrate an awareness of the expectations for social</li> </ul>		

	<p>interactions in a variety of ways.</p> <ul style="list-style-type: none"><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>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>• Quizzes</li></ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>• Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented.</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>• Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><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 style="list-style-type: none"><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 style="list-style-type: none"><li>• Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li></ul>

	<p>student's IEP or 504, to improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> <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>		
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#### Supplemental Resources

#### Technology:

- The DisneyStoryboard, Production Video and Post Production Video.

#### 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"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>

classroom or at home to reiterate content learned within the course.	<p>method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> <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>	visual prompts when necessary.	<p>together to push each other academically.</p> <ul style="list-style-type: none"> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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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>

Marking Period	Unit Title	Recommended Instructional Days
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1		Learning Equipment	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:	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>	
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:		
		<i>Essential Question/s: At the end of this lesson the student should... know about basic camera equipment and how to operate it properly.</i>	
Enduring Understanding/s:	Performance Expectation/s:	<i>At the end of this lesson the student should... understand how to use a video camera. Proper composition. How to frame shots? What The four basic shots are? What is headroom? How to properly setup a tripod?</i>	
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"> <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 effectively with others.</li> </ul>		

	<ul style="list-style-type: none"><li>Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>Students will be informal assessed throughout.</li><li>Students will be formally assessed through their projects.</li></ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"><li>Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented.</li></ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"><li>Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><li>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 style="list-style-type: none"><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 style="list-style-type: none"><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.		
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Videos on composition, Cameras and tripods.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>

	<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"> <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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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>

Marking Period	Unit Title	Recommended Instructional Days
2	Editing	20
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
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	

		<b>Essential Question/s:</b> <i>At the end of this lesson the student should... know how to edit video.</i>
<b>Enduring Understanding/s:</b>	<b>Performance Expectation/s:</b>	<b>Essential Questions:</b> <i>What is editing? Why is editing important to your final video? What is non-linear editing? Why are computers needed to aid in editing? What software can be used to edit? How to use Adobe Premiere Pro to edit? How to transfer footage to a computer? How to create a new project? How to label and identify computer folders for storage? How to import footage into your software application? How to create a timeline? How to edit a sequence? How to balance audio? How to create and add titles? How to add effects and transitions? How to export a video? How to prepare and upload video to social media and ftp sites?</i>
Prepares students for careers in television and broadcasting.	Students will be aware of the various jobs that are in the video editing industry.	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<ul style="list-style-type: none"> <li>-Self- awareness</li> <li>-Social Awareness</li> <li>-Self- Management</li> <li>-Relationship Skills</li> <li>-Responsibility</li> <li>-Decision-Making</li> </ul>	<ul style="list-style-type: none"> <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 effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<ul style="list-style-type: none"> <li>● Quizzes</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmended.</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Multiple Choice Assessment</li> </ul>
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>		

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"> <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 special education classroom, or the school's Occupational or Physical Therapists.</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>
Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Youtube: Adobe Premeire Editing Tutorials</li> </ul> <b>Other:</b>			

- 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"> <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 style="list-style-type: none"> <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 instruction time as needed.</li> <li>• Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>

	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>

Marking Period		Unit Title	Recommended Instructional Days
2		The Silent Movie Project	30
Design an Audio, Video and or film production	Performance Expectation/s:	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>	
	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.	<b>Essential Question/s:</b> <i>At the end of this lesson the student should... learn how to conduct an on location shoot. Have firsthand knowledge of the purpose of a director, videographer, and talent. Learn how to apply their storyboard planning to the production phase of their project. Learn to follow a production schedule and complete their production by a set date. Learn how each production member has individual tasks and duties. Learn how to work on location to shoot different shots. Learn how to direct talent. Talent will learn how to follow directions from the director. Videographers will learn how to follow the direction of the director and how to communicate with the rest of the production team.</i>	
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		
		<b>Classwork:</b> <i>Each Production group shall sign out equipment following proper procedures. Students will</i>	



	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.	<i>then choose a location to shoot for their production period. I will visit each group and give instructions and make suggestions. Students will follow their story board to complete the production of their silent film student video.</i>  <i>How to create a visual story that is entertaining and understandable.</i>	
<b>Enduring Understanding/s:</b>	<b>Performance Expectation/s:</b>		
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none"><li>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.</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>Students will have videos screened in front of the entire class. Videos will be informally assessed through critique.</li><li>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.</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><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> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><li>Meet with the student’s special education or inclusion teacher</li></ul>	<ul style="list-style-type: none"><li>Allow access to supplemental materials, including use of online</li></ul>	<ul style="list-style-type: none"><li>Connect students to related talent development opportunities, often</li></ul>

	<p>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.</p> <ul style="list-style-type: none"> <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>	<p>bilingual dictionaries.</p> <ul style="list-style-type: none"> <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>	<p>offered through area colleges, with the assistance of guidance counselors.</p>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Samples of Previous Student Project Completions.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
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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
3	The Music Video Project	25
Design an Audio, Video and or film production	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
	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:	Essential Question/s: At the end of this lesson the student should... know the names of various crew positions in film and video productions. Know the various tasks that are expected of each position. Be able to understand how images are captured for video & film. Know what fps stands for and the correct fps for film & video cameras. Know why motion appears to speed up or slows down based on the fps. Know how to create a basic flipbook. Know how to create stop motion videos.
	Students will have an understanding of all that is required to produce videos that are released to the general viewing audience.	
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	At the end of this lesson the student should... learn how to produce their own music video. Know how to use a background audio source to record scenes for the video. Learn what master shots are and they are used in a music video. Learn to develop a storyline around their master shot. How to use many shots edited together to create an appealing video.  Class work: Students should use their storyboards as a guide to go on location and record all shots for their music video.
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.		
<b>Enduring Understanding/s:</b>	<b>Performance Expectation/s:</b>		
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none"><li>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.</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>Students will have videos screened in front of the entire class. Videos will be informally assessed through critique.</li><li>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.</li></ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"><li>Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmanted.</li></ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"><li>Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><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</li></ul>	<ul style="list-style-type: none"><li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li></ul>

	<p>discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> <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>	classwork, quiz or test to their individual needs.	
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Samples of Student Produced Music Videos.</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>• Engage all learners through implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory</li> </ul>

<p>of various resources including visual, audio, and tactile materials.</p> <ul style="list-style-type: none"> <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>	<p>better engage all learners.</p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<p>activities accordingly.</p> <ul style="list-style-type: none"> <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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					18A:35-4.35		
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Marking Period		Unit Title	Recommended Instructional Days
4		The Narrative Project	50
Design an Audio, Video and or film production	Performance Expectation/s:	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit</b>	
	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.	<i>Essential Question/s: Students will learn to create a 5-15 min narrative and tell their story. Students will learn what a tagline is. How to create a tagline. What a treatment is. How to create a treatment. Students will create scripts and storyboards to use in creating their narrative.</i>	
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	<i>How to create a narrative story? What is character development? Why is developing characters essential to any story? What is dialogue? How is dialogue used to tell a story from the characters point of view.</i>	
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	<i>At the end of this lesson the student should... understand how to tell a visual story using characters and dialogue. How to write a script and visual link it to a storyboard. How to produce a video using such a script and storyboard. How to edit together their film in an entertaining narrative form.</i>	



	how it has changed and been impacted by new inventions.		
<b>Enduring Understanding/s:</b>	<b>Performance Expectation/s:</b>		
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none"><li>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.</li></ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"><li>Students will have videos screened in front of the entire class. Videos will be informally assessed through critique.</li><li>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.</li></ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"><li>Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assignmented.</li></ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"><li>Multiple Choice Assessment</li></ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><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 style="list-style-type: none"><li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li></ul>

	<p>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"> <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>		
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#### Supplemental Resources

#### Technology:

- Samples of Award Winning Student Narrative Videos.

#### 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"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <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,</li> </ul>

<p>student can utilize materials within the classroom or at home to reiterate content learned within the course.</p>	<p>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"> <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>	<p>review as needed, providing oral and visual prompts when necessary.</p>	<p>including grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none"> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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