

BENTV STUDIO CURRICULUM:

Marking Period		Unit Title	Recommended Instructional Days
1		THE HISTORY OF CINEMA	5
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 various historic figures and equipment that have influenced the making of movies.		
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 using the film making medium, they can communicate and express their ideas.	<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. How communication is vital to a live production? How is pre-planning more important in live production than in tape productions?</i>	
Enduring Understanding/s:	Performance Expectation/s:		
Prepares students for careers in television and broadcasting.	Students will be aware of the various terms associated with movie making and cinema. 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 complete the proper assigned classwork and achieve a 90% or higher will be screened on BENTV and Youtube. <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,	<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>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:

- THOMAS ALVA EDISON: HISTORY OF THE CINEMA

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, 	<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 	<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>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. 	visual prompts when necessary.	<p>each other academically.</p> <ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit.
--	--	--------------------------------	---

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
----------------	------------	--------------------------------

1		STUDY OF THE MODERN FILM	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	
	Students should be able to identify various historic figures and equipment that have influenced the making of movies.		
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 using the film making medium, 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 major roles needed to create a Motion Picture. What a script treatment is. What a first, second and third draft script is. How to properly cast a movie. The importance of an executive producer. The role the director plays. How movies change from inception to final product. Who are the major cast of Back to The Future. Who are the creators of Back to the Future? How the story foreshadows many of the upcoming plot segments. How the movie pays tribute to many of the influential Science Fiction and Time Travel Stories that inspired it.</i></p> <p><i>Screen Back to the Future. Teacher will stop movie during important segments and have class discussions about each.</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 movie making and cinema. 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. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to 		

	<p>establish and achieve personal and educational goals.</p> <ul style="list-style-type: none">● 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 informal 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 complete the proper assigned classwork will be assignmended. <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● Informal Assessment during the creation of first project.	
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.● Provide access to modified materials as needed to improve	<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.

	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:

- BACK TO THE FUTURE by Robert Zmeckis & Bob Gale

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 guides, additional examples, modeling, etc). 	<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

	<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. 		and opportunities for extra credit.
--	---	--	-------------------------------------

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
1	BEHIND THE SCENES OF THE MODERN FILM	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:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit
	Students should be able to identify various historic	

	figures and equipment that have influenced the making of movies.	<p>Essential Question/s: <i>At the end of this lesson the student should... know about the making of a modern motion picture.</i></p> <p>Students will screen the making of the Back to The Future Trilogy. Students will learn about the various problems and successes the filmmakers encountered during the productions. Students will learn how BTTF influenced films in the present.</p>
Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	
	Students will be aware of the various terms associated with movie making and cinema. They will be aware of all of the roles available as jobs in the live production world.	
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 need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and 	

	<p>social skills to interact effectively with others.</p> <ul style="list-style-type: none">● Develop, implement, and model effective problem solving and critical thinking skills.		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> <ul style="list-style-type: none">● Students will be informal assessed throughout.● Formal assessment takes place during recording of each show● Students will be formally assessed through their projects.		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> <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 higher will be screened on BENTV and Youtube. <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● FINAL PROGRAM	
<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,	<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.

	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"> TV STUDIO EQUIPMENT, Wirecast 7.0, Apex Video Switcher. 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 	<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>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.</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. 		
--	---	--	--

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	TIME TRAVEL FILM PROJECT	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 various historic figures and equipment that have influenced the making of movies.	

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 using the film making medium, they can communicate and express their ideas.	<p>Essential Question/s: <i>At the end of this lesson the student should... know how to edit video.</i></p> <p>Essential Questions: <i>How do we create a short film? What is pre-production, production and post production? How to develop a story? How to develop characters? How to tell the story from the characters point of view. How to record and direct your actors? How to finalize your video. How to promote your video?</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 movie making and cinema. They will be aware of all of the roles available as jobs in the live production world.	<p>Students will create a treatment, script, storyboard and final edited movie using modern digital filmmaking equipment. The film should include a story focusing on Time Travel.</p>
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 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">Students will be informal assessed throughout.Formal assessment takes place during recording of each showStudents 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 complete the proper assigned classwork and achieve a 90% or higher will be screened on BENTV and Youtube. <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">Multiple Choice Assessment	
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.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	<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.

	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 assignments up into shorter tasks while repeating 	<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>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. 		
--	--	--	--

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	NARRATIVE FILM	45
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:	

	Students should have expert knowledge on how using the film making medium, they can communicate and express their ideas.	Essential Question/s: 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, cinematographer, 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.
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.	Essential Questions: How do we create a short film? What is pre-production, production and post production? How to develop a story? How to develop characters? How to tell the story from the characters point of view. How to record and direct your actors? How to finalize your video. How to promote your video? Classwork: Each Production group shall sign out equipment following proper procedures. Students will 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. How to create a visual story that is entertaining and understandable.
Enduring Understanding/s:	Performance Expectation/s:	Students will create a short narrative story. The story should be told through the characters' dialogue and actions.
Prepares students for careers in television and broadcasting.	<ul style="list-style-type: none"> Students will be aware of the various terms associated with movie making and cinema. They will be aware of all of the roles available as jobs in the live production world. 	
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.	<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 higher 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. 		
--	--	--	--

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
3-4		NON-LINEAR NARRATIVE	65
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... learn how to conduct an on location shoot. Have firsthand knowledge of the purpose of a director, cinematographer, and talent. Learn how to apply their storyboard planning to the production phase of their project. Learn to follow a production</i></p>	

Analyze how the application of visual arts elements and principles of design communicate and express ideas.	Performance Expectation/s:	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.	
Prepares students for careers in television and broadcasting.	Students should have expert knowledge on how using the film making medium, they can communicate and express their ideas.	Essential Questions: How do we create a short film? What is pre-production, production and post production? How to develop a story? How to develop characters? How to tell the story from the characters point of view. How to record and direct your actors? How to finalize your video. How to promote your video?	
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 various terms associated with movie making and cinema. They will be aware of all of the roles available as jobs in the live production world.	Class work: Students should use their storyboards as a guide to go on location and record all shots for their music video. Students will create a short non-linear narrative story. The story should be told through the characters' dialogue and actions. The scenes should be not in linear order but in a non-linear order but should tell a linear story.	
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 higher will be screened on BENTV and Youtube. <u>Summative Assessments:</u> <ul style="list-style-type: none">Multiple Choice Assessment	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources	ELL Core Resources	Gifted & Talented Core Resources

	<i>IEP/504/At-Risk/ESL</i>		
	<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 special education classroom, or the school's Occupational or Physical Therapists. 	<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.
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. • 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 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. 	<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.

	Review, restate and repeat directions during any formal or informal assessments.		
--	--	--	--

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>