

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE

DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 9th-12th Grade/ Intro to Media/Television

Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
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Unit I: Camera Parts and Functions UEQ: How does the video camera work and how should I care for one? What will be expected of me in this class? September (2 weeks)							
MACr.2.1.I MA:Pr4.1.I	LEQ: <ul style="list-style-type: none"> • What expectations exist for the use of the camera in the classroom? • How should I handle and care for the equipment? 	<ul style="list-style-type: none"> • Daily Warm-up • Preview camera equipment • Writing Activity • K-W-L • Pair-Share • Reading: Selections from Chapters 1, 2, 3, & 4 Bielak • oral presentation or artistic diagram on parts of a camera • Teacher support • Partner work • Visual and auditory 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography 	Communication and Media Fluency 9.1.4.E.1, 2, & 3	<ul style="list-style-type: none"> • Collaborative group work • Chapter Quiz • Essay • Scales 	<ul style="list-style-type: none"> • Textbook • TV equipment • PowerPoint 	September (week 1)

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MACr.2.1.I MA:Pr4.1.I	LEQ: <ul style="list-style-type: none"> • What terminology with respect to the camera parts will I be expected to know and use regularly? • What standard and special functions can be used for camera use? 	<ul style="list-style-type: none"> • Vocabulary • PowerPoint presentation • Daily Warm-up • Word splash • K-W-L • Visual-connections and organizers • Scavenger hunt 1 • Teacher support • Partner work • Visual and auditory • Partial Outlines 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography 	Communication and Media Fluency 9.1.4.E.1, 2, & 3	<ul style="list-style-type: none"> • Collaborative group work • Camera Parts and functions Quiz • Essay • Scales 	<ul style="list-style-type: none"> • Textbook • TV equipment • PowerPoint 	September (week 2)

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Unit 2: Camera Shots, Angles, and Movements UEQ: How can I train my eye to view film and video footage in a way that recognizes camera work? How can we read media artworks and discern their relational components? September (2 weeks)							
MA:pr5.1.Ia, b, &c MA:re7.1.Ia & b MA:Cr3.1.Ia & b	LEQ: <ul style="list-style-type: none"> • What are the different camera shots and how do they affect the look and feeling of the footage? • What are the different camera angles and how can they influence the feeling of the film? • What are the different ways a camera can move during a shot and how do they affect the feeling of the film? 	<ul style="list-style-type: none"> • Vocabulary • Frayer diagrams • K-W-L • PowerPoint Notes • Graphic Organizers • Pair Shares • Scavenger Hunt 2 • Reading: Chapter 3 Bielak • Watch film: <i>Moulin Rouge</i>- identify and analyze different shots, angles, and movements and their components. • Teacher support • Visual and Auditory support • Partner and group work • Partial Outlines 	<ul style="list-style-type: none"> • Technology • Life Skills/ Career readiness • Digital Photography • Visual Art 	A. Critical Thinking & Problem Solving 9.1.12.A.1, 2, & 3 C. Collaboration, teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Essay • Quiz: Shots, Angles, and Movements • Check for Understanding • Unit test-Summative • Scales • Classwork 	PowerPoint Textbooks Video: <i>Moulin Rouge</i> Cameras Handouts	September (2 weeks)

*Modifications for ELL, Special Education, Title I, and Gifted

Board approval date: June 18, 2015

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Unit 3: Video Editing and Production Process UEQ: How do we use the production process to create meaningful and successful video and film? How do I use the computer to properly editing a video? How do media artists develop ideas and produce media to relate an effective message? (October 3-4 weeks)							
MA:Cr2.1.I MA:Cr3.1.I MA.Pr5.1.I	LEQ: <i>Pre-Planning and Production</i> <ul style="list-style-type: none"> • What are my goals and expectations in creating a video? • What is the importance of planning and thinking ahead? • How does creating a story board with both narration and images help in planning my video? • How can I write a script that will convey my overall message? 	<ul style="list-style-type: none"> • Vocabulary • Video Tutorial • Background notes • Graphic organizers • Pair-share • PowerPoint Presentation • Story-boarding • View and respond: <i>The Cutting Edge: The Magic of Film Making</i> • Project Planning group work: <i>Anti-Bullying Video</i> • Reading: Chapters 1 & 5 Bielak • Teacher support and modeling • Visual and auditory support • Partial Outlines 	<ul style="list-style-type: none"> • Reading and writing • Life Skills and Career Readiness • Technology • Performing Arts 	Creativity and Innovation: 9.1.12.B1, 2, & 3 Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5	<ul style="list-style-type: none"> • Vocabulary Quiz • Chapter Quiz • Group Work: Story board • Self-Evaluation • Scales 	Project Sheets Story Boards PowerPoint Video: <i>The Cutting Edge: the Magic of Film Making</i> Cameras iMacs	October (1 week)

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MA.Cr3.1.I MA.Pr.5.1.I	LEQ: <i>Production</i> <ul style="list-style-type: none"> • Why is pre-roll crucial to videotaping? • How will a shot log help me in the production process? • What are the different roles in the production process? 	<ul style="list-style-type: none"> • Vocabulary • Daily Warm-ups • Video tutorial • Background notes • Graphic organizers • Video project production: <i>Anti-Bullying Project Video Shoot</i> • Chapter 5& 6 Bielak • Self-reflection of production process • Modeling • Teacher support • Partial outlines • Group work 	<ul style="list-style-type: none"> • Reading/writing • Life Skills • Technology • Visual and performing arts 	Critical Thinking and Problem Solving: 9.1.12.A.3 & 4 Creativity and Innovation: 9.1.12.B1, 2, & 3 Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5	<ul style="list-style-type: none"> • Vocabulary Quiz • Classwork • Group Project • Self-Reflection 	<ul style="list-style-type: none"> • Daily warm-ups • PowerPoint • Video Cameras • Graphic Organizers 	October (1 week)
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MA.Cr3.1.I MA.Pr.5.1.I MA:Pr6.1.I	LEQ: <i>Post Production and Editing</i> <ul style="list-style-type: none"> • How do I import and trim my footage? • How can transition in a video effect the overall success of the final project? • How do I record narration and mix the audio so that it creates a cohesive product? • How do I export, publish, and post my finished project? • How do I evaluate my project and the process used to produce it? • How can I act as and be a critically thinking audience member? 	<ul style="list-style-type: none"> • Vocabulary • Daily Warm-ups • Video Tutorial: iMovie and Final Cup Pro • Background Notes • Chapter 7 & 8 • Pair-Share • Video Project Edit: Anti-Bullying Project Video • Presentation of Videos • Audience participation worksheet • Modeling • Teacher support • Partial outlines • Group work 	<ul style="list-style-type: none"> • Reading/writing • Life Skills • Technology • Visual and performing Arts 	Critical Thinking and Problem Solving: 9.1.12.A.3 & 4 Creativity and Innovation: 9.1.12.B1, 2, & 3 Collaboration, Teamwork, and Leadership 9.1.12.C.4 &5 Communication and Media Fluency 9.1.12.E.1 & 2	<ul style="list-style-type: none"> • Vocabulary Quiz • Classwork • Group Project Videos (final product) • Self Reflection of overall • Audience participation work • Unit Test: Pre-Production; Production; Post Production 	<ul style="list-style-type: none"> • Daily warm-ups • PowerPoint • Video Cameras • Graphic Organizers • iMacs • iMovie • Final Cut Pro • Text Books 	October (1 week)

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Units 3: History of Film, Film Directors, and Analysis of Film.
 UEQ: How has the work of film directors shaped what we now know as the modern day cinema? How has film evolved over time? How do directors use cameras and effects to incorporate symbolism into different genres of film?
 (October-November 4-6 weeks)

MA:Re7.1.I MA:Cn10.1.I MA:Cn11.1.I	LEQ: <i>History of Film and TV</i> <ul style="list-style-type: none"> What is the history of film and TV? How has film and TV evolved into the modern cinema? 	<ul style="list-style-type: none"> Vocabulary Frayer Diagram Background notes PowerPoint Graphic organizers Selections from Chapter 1 and 6 Writing prompt: What place does TV have in our lives today and where to we see the continuing evolution of television going in the future? View films from different time periods Film Trailer Project Teacher support Visual and auditory support 	<ul style="list-style-type: none"> Reading/ writing Technology Performing Arts Research Social Studies: History 	Creativity and Innovation: 9.1.12.B1, 2, & 3 Communication and Media Fluency 9.1.12.E.1 & 2	<ul style="list-style-type: none"> Quiz: History of film Essay Scales Peer evaluation Trailer Project Self-reflection 	<ul style="list-style-type: none"> Textbooks Handouts PowerPoint iMovie Final Cut Pro iMacs Cameras <i>Landmarks in Films</i> 	October (2 ½ weeks)
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MA:Re7.1.I MA:Cn10.1.I	LEQ: <i>Director Research</i> Who are the famous directors and what are their most influential films? How do directors enhance a film using symbolism?	<ul style="list-style-type: none"> • Vocabulary • Key Persons • Background notes • Graphic organizers • Symbolism notes • Video: <i>Bobby Fisher</i> (Symbolism) • Analysis of symbolism in <i>Bobby Fisher</i> • Director Research Project • Oral Presentations/ PowerPoint • Teacher support • Partial outlines • Group work 	<ul style="list-style-type: none"> • Reading/Writing • Research • Speaking • Technology • Social Studies: History 	Creativity and Innovation: 9.1.12.B1, 2, & 3 Communication and Media Fluency 9.1.12.E.1 & 2	<ul style="list-style-type: none"> • Collaborative pairs • Director quiz • Essays • Unit test • Oral Presentation • Classwork • Self/Peer Evaluations 	<ul style="list-style-type: none"> • Handouts • Textbooks • iMacs • iMovie • Final Cut Pro • PowerPoint • <i>Landmarks in Films</i> 	November (2 ½ weeks)

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Unit 4: Media and Marketing UEQ: How does the media and censorship affect society and vice versa? What techniques do advertisers use to reach audiences? How can I use persuasive techniques to reach my audiences in a marketing perspective? Why are there marketing techniques that are unsuccessful?							
MA:Re7.1.Ia&b MA:Cn10.1.Ia &b	LEQ: What is the history of the media and how has it changed throughout the years? What purpose does the FCC have in censorship?	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • View old and new commercials • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Video- The History of Commercials • Video- Generation Like • Video- The Persuaders • Youtube 	(November) 1 week

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MA:Re7.1.Ia&b MA:Cn10.1.Ia &b MA:Cr3.1.Ia&b MA:Pr4.1.I	LEQ: How have commercials changed over the years? What is the importance of a target audience? How do advertisers use claims to mislead consumers? What are the various techniques used by advertisers and the different types of advertisements?	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • View commercials • Practice making claims • Video Project: Create a commercial using at least 2 marketing strategies. • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Projects Checklist 	(November/December) 2- 21/2 weeks

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Unit 5: Ethics							
UEQ: How is the Code of Ethics important to news journalism? How can I use the Code of Ethics to become a more ethically responsible news reporter?							
MA:Re8.1.I MA:Re9.1.HS.1 MA:Cn11.1.Ia &b	LEQS: <ul style="list-style-type: none"> • What is news journalism? • What are the terms associated with the Code of Ethics? • What are the beliefs and standard of the Code of Ethics? (Bill of Rights) • Why should a journalist be a good judge of character? • How can I identify facts that need to be checked so that I ensure content accuracy? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Reading: Bill of Rights • Outline Bill of Rights • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 F. Accountability, Productivity and Ethics 9.1.12.F.1,2, &3	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Bill of Rights • Code of Ethics 	(January) 1 week

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MA:Re8.1.I MA:Re9.1.HS.1 MA:Cn11.1.Ia &b	LEQS: <ul style="list-style-type: none"> • What is the relationship like between reporter and editors? • Where do I stand on the ethical questions raised by <i>Shattered Glass</i>? • How has Media and Marketing become unethical and how can I learn to notice their unethical strategies? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Watch <i>Shattered Glass</i> • Essay of Bill of Rights • Debate topic in Ethics • Project • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 F. Accountability, Productivity and Ethics 9.1.12.F.1,2, &3	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Projects Checklist 	(January) 1 week

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Unit 6: Anchors/Reporters and Interviewing UEQs: How have important anchors and reporters influenced the world of news broadcasting? How do good reporters conduct interviews?							
MA:Cn1.1.1.Ia &b MA:Pr6.1.I	LEQs: <ul style="list-style-type: none"> • What are the characteristics of anchors and news reporters and their roles in news? • How have certain reporters influenced journalism? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube 	(January) 1 week

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MA:Cn1.1.1.Ia &b MA:Pr6.1.I	LEQs: <ul style="list-style-type: none"> • How are posture and appearance important in news broadcasting? • How is question development integral to the success of the interview? • What are other techniques that can be used to establish a successful interview? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Conduct Mock Interviews • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Family and consumer sciences • Marketing • Business • Technology • Public Speaking • Performing Arts 	D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Youtube • Project Checklists 	(January/February) 1 1/2 weeks

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Unit 7: News Reporting and Electronic News Gatherings (ENGs) UEQs: How does a reporter gather information and effectively deliver the news? What are ENGs and how are they produced in order to add to an effective news program?							
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • How does a reporter conduct research and interviews to write a successful news report? • How is the information pieced together to create an ENG? • What are the techniques to use when editing an ENG? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create an ENG in a group setting • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • Business • Technology • Public Speaking • Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Microphones 	(February/March) 4 weeks

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Unit 8: The Television Studio							
UEQ: What elements need to work together in order to put together a television news program? What is involved in running a Television Studio?							
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • How does the sound board and microphones work? • How do the switcher, CG, and teleprompter work? • What are the hand signals used to communicate from the control room to the studio floor? • What are the different jobs that are part of a studio floor? • How does an anchor effectively deliver the news? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Rotate with morning news PNN • Research jobs in television studio • Mock news shows • Hand signal project • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • Business • Technology • Public Speaking • Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • PowerPoint • Guided notes • Project Checklists • Computer and cameras • Microphones • Teleprompter • Control room manuals • Checklist for news jobs completed 	(April) 2 weeks

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Unit 9: Documentary UEQ: What goes into the production of a documentary?							
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • What is the history of the documentary film? • What methods and techniques are used to create a documentary? • How can I recognize and critique the style and format of a documentary film? • How does one create a documentary film? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • View and analyze documentaries • Create a documentary • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Business • Technology • Public Speaking • Performing Arts 	E. Communication and Media Fluency 9.1.12.E.1-4 & 9.1.12.E.5 D. Cross-cultural understanding and interpersonal communications: 9.1.12.D.1-3 C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras 	(April/May) 2 1/2weeks

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 CURRICULUM GUIDE

DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: 9th-12th Grade/ Intro to Media/Television

Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
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Unit 10: Music Videos UEQs: How have music videos evolved from their inception? How do music videos use different styles and how do they incorporate filming techniques?							
MA:Cr1,2,&3.1.I MA:Pr4.1.I	<ul style="list-style-type: none"> • What is the history of music videos? • What is the purpose of a music video? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create visual of techniques and history of music videos • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Business • Technology • Performing Arts 	C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Test 	(May) 1 week

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Anchor Standard	Essential Questions	Activities including Differentiation & *Modifications (highlighted in red)	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
MA:Cr1,2,&3.1.I MA:Pr4.1.I	LEQs: <ul style="list-style-type: none"> • What are the different types of music videos? • How do music videos utilize techniques that we have covered and implement those we have not? • What techniques would I like to use in my own music video? 	<ul style="list-style-type: none"> • Preview key vocabulary • Frayers for context vocabulary • Background notes • Graphic organizers • Pair-share • Writing prompts • Summarizers • Create your own music video • Teacher support • Partial outlines • Group work • Modeling • Visual and Auditory support 	<ul style="list-style-type: none"> • Reading/writing • History • Business • Technology • Performing Arts 	C. Collaboration, Teamwork, and Leadership 9.1.12.C.1 B. Creativity and Innovation 9.1.12.B.2	<ul style="list-style-type: none"> • Collaborative Pairs • Summarizers • Quizzes • Essays • Rubrics • Self/peer evaluation 	<ul style="list-style-type: none"> • Handouts • Powerpoint • Guided notes • Project Checklists • Computer and cameras • Test 	(May/June) 2 weeks