

Videography

Course Compendium

UNITS OF STUDY*

Unit 1- *Camera Fundamentals* - (5 weeks, September/January)

Unit 2- *History Of Film* - (5 weeks, October/February)

Unit 3- *Videography Application* - (5 weeks, November/March)

Unit 4- *Editing* -(5 weeks, December, April)

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 6-8

VPA.1.1.8.B.1 VPA.1.2.8.A.2

VPA.1.2.8.A.3 VPA.1.3.8.B.1 VPA.1.3.8.B.2 VPA.1.4.8.A.3

Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR-PRF.4 Demonstrate knowledge of music theory.

Technology

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

MODIFICATIONS / ACCOMMODATIONS

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Mathematical Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities

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<ul style="list-style-type: none"> ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class ● Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a 	<p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<p>task</p> <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments</p> <p>Choice Boards</p> <p>Games and Tournaments</p> <p>Group Investigations</p> <p>Guided Reading</p> <p>Learning Contracts</p> <p>Leveled Rubrics</p> <p>Literature Circles</p> <p>Multiple Texts</p> <p>Personal Agendas</p>	<p>Independent Research & Projects</p> <p>Multiple Intelligence Options</p> <p>Project-Based Learning</p> <p>Varied Supplemental Activities</p> <p>Varied Journal Prompts or RAFT Writing</p> <p>Tiered Activities/Assignments</p> <p>Tiered Products</p> <p>Graphic Organizers</p> <p>Choice of Books/Activities</p> <p>Mini-Workshops to Reteach or Extend</p> <p>Think-Pair-Share by readiness or interest</p> <p>Use of Collaboration of Various Activities</p>	<p>Jigsaw</p> <p>Think-Tac-Toe</p> <p>Cubing Activities</p> <p>Exploration by Interest</p> <p>Flexible Grouping</p> <p>Goal-Setting with Students</p> <p>Homework Options</p> <p>Open-Ended Activities</p> <p>Use of Reading Buddies</p> <p>Varied Product Choices</p> <p>Stations/Centers</p> <p>Work Alone/Together</p>
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