Radio/TV Broadcast Technology III Honors
11-12, Career & Technical Education

Developed By: Mr. Andrew Conte & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Month	Unit	Activities
September	• Television Production Review • Morning Announcements	• Students will review skills taught in TV II and begin formatting the morning announcement show.
October	• Morning Announcements • News Stories and Editing	• Students will be gathering content and footage while they research stories to be featured in our School based shows.
November	• News Stories and Editing • Podcasting • Scriptwriting	• Students will be gathering content and footage while they research stories to be featured in our School based shows.
December	• Podcasting • Scriptwriting • Streaming and live internet production	• Students will learn the basics of setting up a podcast by choosing a subject of interest and streaming it online.
January	• Streaming and live internet production, Live studio production and ongoing production •	• Students will be able to set-up live streams of their podcast and of other video productions while producing and editing shows.
February	• Ongoing Production	• Students will be able to set-up live streams of their podcast and of other video productions while producing and editing shows.
March	• Ongoing Production, End of year event and ceremonies	• Students will be able to record live school events, concerts and ceremonies. • Edit raw footage, upload to YouTube or stream live.
April	• Capstone Projects: Ongoing Production, End of year events and ceremonies	• Students will produce end of year activities, and develop programs to highlight the graduates in several different shows.
May	• Capstone Projects: Ongoing Production, End of year events and ceremonies. • Career exploration and beyond	• Students will produce end of year activities, and develop programs to highlight the graduates in several different shows. • Final shows/shoots
June	• Capstone Projects: Ongoing Production, End of year event and ceremonies, • Career exploration and employment opportunities technical and non-technical.	• Students will produce end of year activities, and develop programs to highlight the graduates in several different shows. • Final projects • Adobe Certified Premiere Pro Exam

Unit 1

Live Studio Production Review Morning Announcements

Summary and Rationale

The Radio/TV Broadcast Technology III Honors program challenges students to develop creative thinking and to learn to work collaboratively with others in a live TV studio setting. Radio/TV Broadcast Technology III Honors has a two-fold purpose - to give the students the opportunity to share their expertise with television production novices and to afford these students the opportunity to work as peer facilitators, helping others to develop skills needed for successful television programming. These students will also have the opportunity to develop news, sports and special events programming throughout the district.

Students in Radio/TV Broadcast Technology III Honors will produce and direct programs which are showcased on the NHS-TV YouTube Channel. Radio/TV Broadcast Technology III Honors students also mentor Radio/TV Broadcast Technology I & II project development with hands-on application assistance and instruction. The year-long course combines theory and application in the real world experience and will expose students to current trends in the TV/Media/Digital industry. We will cover the ever-expanding world of social media, content creation, streaming for live broadcasts, using Instagram, Tik Tok and other online apps to push forward with the constantly evolving field.

Unit 1 will form collaborative crew assignments with career opportunities in the expanded horizons of studio production including morning announcements and advanced video editing and techniques with Adobe Premiere Pro. Analyzing stories, events, topics, news research and writing will all be explored within the unit. Production roles and responsibilities will be assigned and alternated while students articulate the "message". This will be done in various writing styles for studio and remote news with final outcomes published and aired on the NHS-TV YouTube channel and social media outlets.

Recommended Pacing

8 Weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)	
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
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.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
Pathway: A/V Technology & Film (AR-AV)	
9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
Pathway: Journalism & Broadcasting (AR-JB)	
9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).
Pathway: Visual Arts (AR-VIS)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
Interdisciplinary Connections	
English Language Arts - Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Television production is a collaborative process that includes a production crew. - There are multiple producers involved with a broadcast production, which directly benefits the overall efficiency.	- How can students expand programming to the NHS-TV studio productions? - How does a class production team operate? - What determines a complete production crew? - How does having multiple producers working on a show benefit the production's efficiency?

- News productions can be presented in a variety of different formats and production styles.
- A variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Students will understand how local programming can be referenced and used as an example to create quality high school productions.
- The dissemination of information to a school population is essential for maintaining an involved and informed educational community.
- Information distributed to a population should encompass the interests of the entire school community.
- The production of a morning announcements show requires knowledge of pre-production, production and postproduction elements to ensure an effective product.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- Students will understand that there are many real careers in live studio production and opportunities will be explored.

- How does one choose a program format for their show relative to content?
- How do media artists generate ideas and formulate artistic intent?
- How does collaboration expand and affect the creative process?
- What is the benefit of communicating a message to an entire population at the same time?
- Why is it important for each member of a production team to have an all encompassing knowledge of the production process?
- How do media artists and designers determine whether a particular direction in their work would be effective?
- What career paths are available in the global media evolution?
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Evidence of Learning (Assessments)

- Semester Production Logs
- Campus News Video Electronic News Gathering (ENG) Assessments
- Students will participate and identify different components in Electronic News Gathering (ENG) news reports
- News Crew position: Execution meeting/application of skills
- Script preparation- Script Content and Shot Sheet Components
- Unit Projects:
  - Know Your Schools
  - The Raider Nation, student produced/directed FCC morning announcement program (Criteria Rubric)
- Classwork Progress Indicators
- Written assignments
- Oral presentations
- Individual projects
- Articulation of Message

Objectives (SLO)

Students will know:
- The roles of the anchor, the popular culture, and personal experiences in the development of student conceived, produced, and directed television programming.
- The general criteria for successful production and make use of these criteria as guidelines for weekly programming and rehearsal.

Students will be able to:
- After two years in Radio/TV I & II, it is expected that students will exhibit competency in the following:
- Describe the roles of director, producer, field producer, technical director, and adjunct personnel to students entering the program.
- Be adept in all areas of television technology, including cameras, audio board, and special effects

- The methods of preparing weekly logs and routines for programming.
- The various aspects of being "on air" talent and the ways in which a positive self-image can be developed to ensure effective programming.
- The ideas presented on network television to help develop quality student productions.
- The need for individual responsibility ethics, copyright laws, and excellence in television production.
- FCC technical and production quality.
- Conduct professional studio and remote production sessions in order to keep students aware of network and cable technology development.

- generator, graphics, AB /Roll Editing, and Teleprompter.
- Identify problems that first and second year students have with operating equipment and successfully completing student production.
- Explain terminology attached to television equipment and the proper use of the equipment.
- Describe the major ideas in the development of television and the problems inherent in producing shows for cable.
- Demonstrate the ability to use video editing software to create broadcast quality programming.
- Understand engineering processes in producing broadcast quality programming.
- Display confidence with on-air reporting and anchoring.
- Demonstrate production skills with on-air production in news, sports, and documentaries concerning Nutley Schools.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and wireless microphone operation
- Specific types of microphones
- Tricaster Switcher
- Adobe Premiere Pro
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- InternetYouTube tutorials
- Cybercollege.com
- Videomaker – Magazine
- Google Education Suite: Classroom, Calendars, Drive, A/V Stock Libraries
- www.lynda.com
- Guest Speakers

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior

- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.

- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 2

Writing for News Shows, Talk Shows & Producing Live Events

Summary and Rationale

Unit 2 will take script-writing and live studio events to the next level. Students will write for a news show incorporating information including introductions and lead-ins. In addition, it is important for students to develop a working relationship between technical staff and the writing staff while being able to assess and determine proper production techniques and applications in a live event setting.

Recommended Pacing

12 Weeks

Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

9.3 Career and Technical Education

Career Cluster: Arts, A/V Technology & Communications (AR)

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Pathway: A/V Technology & Film (AR-AV)

9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.
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Pathway: Journalism & Broadcasting (AR-JB)	
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Interdisciplinary Connections	
English Language Arts - Writing	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- A script is an integral part of a show's production. - A television's show's crew consists of many interrelated positions in both the control room and studio floor. - Camera placement is important to the type of show being produced. - Lighting a production is dependent on the number of talents and the size of the set. - A video switcher is at the heart of all studio television production.A remote production contains many moving parts that must be coordinated for a successful production. - Many different microphones will be needed to capture sound during a live production. 3. - Camera operators must be skilled at determining the best angles for event coverage. - Media artists require a range of skills and abilities to creatively solve problems.	- How do you ensure that the production is an accurate portrayal of the script? - How does one determine what production positions are needed to create a program? - What determines proper camera placement for a show? - What factors determine lighting design? 5. - What technical functions in the control room are essential to production? - How do you select the best areas to set up your cameras for proper coverage? 7. - How do you set up a tripod to ensure full flexibility in shot design? - How does a director effectively coordinate multiple areas of a production together to ensure a quality broadcast?

Evidence of Learning (Assessments)

- Campus News Video Electronic News Gathering (ENG)
- Students will identify and display different components in Electronic News Gathering (ENG) field reports
- News Crew position: Execution meeting FCC Standards in Criteria Corner/Application of Skills
- Script preparation- Storyboard, Script Content and Shot Sheet Components
- Knowing when and where to use proper equipment
- Segments produced added to the Raider Nation News Program: News Program (Criteria Rubric)
- Articulation of Message
- Semester Production Logs

Objectives (SLO)

Students will know:
- A live remote director must oversee all technical positions during the production and is an intricate part of the pre-production process.
- Pre-production requires a site visit (in-person or virtually) to establish a plan for setup and broadcast.
- Cables on a live remote must be kept coiled in a specific fashion (over/under or figure 8) to prevent tangling and wire damage.
- Camera coordination is paramount in the production of a concert event.
- The camera operator is responsible for the proper composition of all shots.
- On-air talent is responsible for delivering the content of the script.
- The teleprompter operator is responsible for ingesting the script and maintaining proper speed and size for the talent to read.

Students will be able to:
- Produce a news show, talk show or game show.
- Identify various production positions and equipment in the television studio.
- Perform each production position (Director, Technical Director, Camera Operator, OnAir Talent, Teleprompter, Audio Technician, Floor Manager).
- Perform as a director and maintain show timing and positioning.
- Apply knowledge to operate the TriCaster Mini and incorporate transitions, graphic overlays, and other effects and functions.
- Apply knowledge to adjust camera aperture, focus, white balance, zoom and physical set position.
- Interpret and present a written script.
- Apply knowledge of teleprompter software to convert a script.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
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- Specific types of microphones
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 3
Virtual Sets, Creating Online Content, Streaming & Podcasting
Summary and Rationale
Unit 3 will carry the students into the ever-changing world of video production and the many features it encompasses. Virtual sets are used quite often in production, whether it be for live studio or in a streaming format. Students will learn how to choose, generate and manipulate virtual sets as we explore streaming live events, podcasting and creating online content. Online content is exploding in the world of social media and students will not only create live content but put it to use as we move to unit 4.
Recommended Pacing
9 Weeks
Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

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Career Cluster: Arts, A/V Technology & Communications (AR)

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Interdisciplinary Connections	
English Language Arts - Writing	
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Instructional Focus

Enduring Understandings:	Essential Questions:
- Virtual sets can be manufactured inside a computer. - There are multiple ways to create a key on the control room switcher. - Virtual sets allow for greater flexibility and creativity rather than fixed sets. Multiple episodes of a web series can be produced at once depending on length and setup. - Specific format and compression standards must be followed to create a web video. - Quality production design that considers budget will make a web series stand out over its competitors. - Content determines the format and approach of a Stream. - There are multiple tools, platforms, and equipment that can be used in the production of a live stream - Not all streams need to be broadcast in real time (live).	- In what ways could virtual sets be produced? - How would you choose the best keying method for use during a production? - What are the benefits to using a virtual set over a physical set? - How do you determine what types of information should be disseminated via a stream or a podcast? - How do you choose the equipment used for a particular type of stream or podcast? - What determines when a stream or podcast needs to be broadcast in real time or when it can be pre recorded? - How do you determine what types of information should be disseminated during a live stream? - How do you choose the equipment used for a particular type of webcast?

Evidence of Learning (Assessments)

- Collaborative News Video Electronic News Gathering (ENG) Assessments
- Students will participate and identify different components in Electronic News Gathering (ENG) news reports
- News Crew positions: Studio and on location
- Script preparation - Script Content and Shot Sheet Components
- Student produced and directed projects: Know Your Schools, Raider Nation, Weekly news segments
- Classwork Progress Indicators
- Written assignments
- Oral presentations
- Individual projects
- Operation of Studio Equipment
- Directing skills and commands

Objectives (SLO)

Students will Know:
- A video input is required to create a multi - layered key.
- Elements of every podcast or stream must be planned and/ or pre-produced.
- Lighting, camera position, clothing, and color all affect the quality of a video key.
- Pre-produced podcasts should be relatively short and informative/entertaining.
- Streaming signals must be tested and properly verified prior to broadcast to ensure success.

Students will be able to:
- Integrate the Live Matte keyer on a video input.
- Select the key to activate with the control surface.
- Assess what colors can be removed from an input using a Live Matte key.
- Identify potential problems in overdoing tolerance, spill, and smoothing adjustments.
- Determine how a source monitor indicates that a Live Matte key has been applied.
- Evaluate what parts of their podcast or stream need to be produced prior to the actual broadcast.
- Analyze the desired audience and construct an appropriate podcast or stream.
- Test for any issues in the broadcast signal or studio equipment prior to broadcast.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and wireless microphone operation
- Specific types of microphones
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- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 4
Final Productions, Career Exploration & Beyond
Summary and Rationale
In unit 4, students will complete the course with capstone projects including directing final end of year segments, editing and producing end of year events, as well as our ongoing final news updates and morning announcements.
Recommended Pacing
8 Weeks
Standards

9.2 Career Awareness, Exploration, and Preparation

Strand C: Career Preparation

9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

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9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
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.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Pathway: A/V Technology & Film (AR-AV)

9.3.12.AR-AV.3	Demonstrate technical support skills for audio,video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

Pathway: Journalism & Broadcasting (AR-JB)

9.3.12.AR-JB.2	Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Pathway: Visual Arts (AR-VIS)

9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Interdisciplinary Connections

English Language Arts - Writing

WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Media career opportunities present themselves in a diverse set of industries. - Not every media job requires a college/ university degree.. - Media careers require a diverse range of skills, both technical and nontechnical. - Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. - Understanding connections to varied contexts and daily life enhances a media artist's work. - A compilation of archival footage has to have a final purpose or message. - The order, length, and style of clips assembled together can change the message a video production sends. - A video production, while a collaborative process, requires a final, single voice and message.	- How can businesses use media to promote, advertise, and brand their company? - When should you consider obtaining a degree for media - related employment? - How does one determine an appropriate career path based upon interests and ability? - How does a producer organize and prioritize an extensive volume of footage? - How can the editing process contribute and influence the message? - How can multiple perspectives on a subject be combined into a cohesive message? - How does art help us understand the lives of people of different times, places, and cultures? - How is art used to impact the views of a society?

Evidence of Learning (Assessments)

- Student Capstone Project
- Collaborative News Video: Electronic News Gathering (ENG) Assessments
- Students will participate and identify different components in Electronic News Gathering (ENG) news reports
- News Crew position: Execution meeting/application of skills
- Script preparation- Script Content and Shot Sheet Components
- Unit Projects: Know Your Schools, The Raider Nation, student produced and directed,
- Morning announcement program - Criteria Rubric
- Classwork Progress Indicators
- Written assignments
- Oral presentations
- Individual projects
- Articulation of Message
- Observation
- Self Assessment
- Exit Card
- Writing Prompt
- Debriefing

Objectives (SLO)

Students will know:
- Writing positions in media require knowledge of the subject as well as how that message is being presented.
- Studio equipment operators require working knowledge of current technologies used to create studio productions.
- Directors and producers require a mastery of organizational skills and a general technical knowledge.
- Video editors and animators/ special effects technicians require both knowledge of specialized software applications and a comprehension of the production goals.
- Promoters and advertisers of a production will have a comprehension of the production and the audience that it is targeting.
- Most successful videos have a theme or common element to unify the message.
- Graphic elements in a video production can both enhance the storytelling and provide visual entertainment to an audience.
- A video portfolio/ compilation requires an active production process over a lengthy period of time.

Students will be able to:
- Compose writings that are appropriate to the mode of dissemination.
- Distinguish the individual technical requirements of a studio technician.
- Prioritize jobs and tasks based upon importance and complexity.
- Integrate their individual contributions into a larger production.
- Establish a promotion and distribution campaign for a production based upon the target audience of the production.
- Develop a theme in the production of final events videos
- Experiment using graphic animation software to create animated elements.
- Create a Final Project of multiple events over an extended period of time reflecting a single year at the high school.

Suggested Resources/Technology Tools

- Student issued video cameras
- Studio based TV cameras
- Bescor Lighting
- Hard-Wired and wireless microphone operation
- Specific types of microphones
- Tricaster Switcher
- Adobe Premiere Pro
- Adobe Audition Sound editing
- Adobe Photoshop
- Teleprompter
- InternetYouTube tutorials
- Cybercollege.com
- Videomaker – Magazine
- Google Education Suite: Classroom, Calendars, Drive, A/V Stock Libraries
- www.lynda.com
- Guest Speakers

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to practical arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to practical arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually

- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to practical arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.