

# JCSS Standards-Based Lesson Plan Template

Grades 6-12

Focus of Week	
Teacher: Welch Co-Teacher: Period: 1/6/7	A/V Tech and Film I
Week of: December 3, 2019	
<b>Standards and Elements:</b> List the State standard or standards of focus for the week. Include co-curricular literacy standards.	<b>AVTFI-2:</b> Understand and follow safety procedures when working with TV equipment. <b>AVTFI-3:</b> Understand and utilize trade terminology in an appropriate manner. <b>3.1:</b> Identify and utilize trade terminology in the media production lab. <b>AVTFI-4:</b> Demonstrate proper set-up and use of basic production equipment. <b>4.1:</b> Demonstrate steps necessary to set-up, turn on, and operate equipment <b>AVTFI-5:</b> Identify and create various types of scripts. <b>AVTFI-6:</b> Demonstrate proper use and operation of studio equipment and production techniques while working as part of a production team during a studio broadcast. <b>AVTI-7:</b> Demonstrate teamwork and proper use of equipment while participating in a live field production which may include film work. <b>7.1:</b> Operate field cameras <b>7.2:</b> Demonstrate live audio recording using proper microphones.
<b>Essential Questions:</b> Question that focus on the intent of the standards are revisited throughout the week.	What elements make up a news package? How do I properly conduct and lit an interview? How do I produce a newscast?
Key Vocabulary Words: a-roll, 3-point lighting, rule of thirds	
Accommodations:	
Additional Info (as needed):	

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target	Students will be able to write open ended questions.	Students will be able to produce a newscast with written and filmed content.			
<b>Opening: 20% of lesson</b> <i>Introduces standard(s), learning target(s) and success criteria. Accesses prior knowledge and makes connections. Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding.</i>	Watch “Top Story.”				
	Remind students about open-ended questions from the previous lesson.	Group students into 2 teams for the mock newscast assignment.	<b>Interview Basics assignment due.</b>  Update the class on what should be accomplished by the end of each period to ensure deadlines are met.		
<b>Transition: 5% of lesson</b> <i>Provides guided student practice, engages student in discipline-specific discussion, review learning targets, success criteria and expectations for work.</i>		Go over the mock newscast assignment (handed out last week) and how students will be graded.			
<b>Work Session: 55% of lesson</b> <i>Students engage in independent or collaborative learning, demonstrate proficiency on skills and concepts related to content standards, complete conceptually rich performance tasks, research or guided practice, conference with teacher and receive standards-based feedback</i>	Students will begin work on the “Interview Basics” assignment in which they will interview a family member over 1 topic using open-ended, close-ended, and follow up questions. Due Thursday.	In groups, students will be responsible for producing a newscast. This newscast will consist of written scripts, a filmed segment, and a filmed interview (with proper lighting/framing) Students will divide up the work and utilize studio equipment to film and record the newscast. The script portion of the newscast will be due Friday. Filming of the segments should be planned and prepped for filming no later than Monday.  <ul style="list-style-type: none"><li>• Individual scripts.....individual daily grade</li><li>• Segment.....group daily grade</li><li>• Interview.....group daily grade</li><li>• Newscast.....exam grade</li></ul>			
<b>Closing: 20% of lesson</b> <i>Formal/informal assessment of student understanding, data-driven, standards-based targeted feedback to students, clarify misconceptions in student understanding, summarize and celebrate progress toward learning target and mastery of standard, identify next steps.</i>			At the end of each class period, update will be provided on the group’s progress to the instructor.		
<b>Differentiation/Grouping Technology Integration Assessment Strategies</b>	Choose an item. Choose an item. Choose an item. Other:	Choose an item. Choose an item. Choose an item. Other:	Choose an item. Choose an item. Choose an item. Other:	Choose an item. Choose an item. Choose an item. Other:	Choose an item. Choose an item. Choose an item. Other:
<b>Literacy Connection</b> <i>Reading and Writing</i>	Independent Reading Choose an item. Other:	Choose an item. Choose an item. Other:	Choose an item. Choose an item. Other:	Choose an item. Choose an item. Other:	Choose an item. Choose an item. Other:

