



2024-2025 Weekly Lesson Planning Document

of Monday, 1/21/25 through Friday, 1/24/25

EDUCATOR'S NAME: Joel Valdez **SUBJECT:** AV Production

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Structure and routine Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Introduction to Broadcast Project	Script Writing & Planning: Preproduction Phase	Filming the Broadcast: Production Phase	Editing the Broadcast: Postproduction Phase	Final Review & Presentation of News Broadcasts
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	Production Process: Explain the production process as described in textbooks, professional websites, and by industry professionals. Describe the components of each phase of production, including pre-production, production, and post-production. Exhibit findings in a written, oral, or digital presentation, citing resources used.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... I CAN....	Students will be able to collaborate effectively in assigned roles to begin preproduction tasks for their news broadcast.	Students will be able to finalize their scripts, create a storyboard, and prepare a detailed production schedule.	Students will be able to begin filming their broadcast according to their production plan.	Students will be able to begin editing their broadcast, adding graphics, sound, and transitions	Students will be able to finalize their broadcast, present it to the class, and reflect on the process.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<ul style="list-style-type: none"> Students may believe that the Anchor does all the work; clarify that every role is crucial for a successful broadcast. 	<ul style="list-style-type: none"> Students may think that scripts only need to be written once without revisions; emphasize the need for revisions and feedback. 	<p>Some students may believe that filming is just about pressing 'record'; clarify that it requires planning and teamwork.</p>	<ul style="list-style-type: none"> Anticipate the misconception that their broadcast should be perfect and explain that feedback is part of the learning process. 	<ul style="list-style-type: none"> Common Misconception: Address the misconception that ethical standards are subjective and can vary based on personal beliefs. Emphasize that there are generally accepted ethical standards in media.
<p>Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	<ul style="list-style-type: none"> Students will answer a literacy-based question at the beginning of class: Why is planning important when creating a high school news broadcast? <i>Write a short paragraph explaining how planning helps ensure the broadcast runs smoothly and effectively.</i> 	<ul style="list-style-type: none"> Students will answer a literacy-based question at the beginning of class: What are three key steps you think are necessary when planning a news broadcast? <i>List and briefly describe each step, explaining why it is important.</i> 	<ul style="list-style-type: none"> Students will answer a literacy-based question at the beginning of class: Imagine you are the producer of the school news broadcast. What could happen if you didn't create a detailed plan for the show? <i>Write 3-5 sentences describing potential problems and their impact on the broadcast.</i> 	<ul style="list-style-type: none"> Students will answer a literacy-based question at the beginning of class: What are the benefits of assigning specific roles (e.g., anchor, camera operator, scriptwriter) during the planning process? <i>Explain in a paragraph how dividing tasks among the team contributes to the success of the broadcast.</i> 	<ul style="list-style-type: none"> Students will answer a literacy-based question at the beginning of class: How can creating a schedule or timeline for a news broadcast help the team stay organized? <i>Write 3-5 sentences about how a timeline ensures deadlines are met and reduces stress during production.</i>
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2</p>	<p>Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes)</p>

minutes or less to review.	Item 5 (<i>minutes</i>) Item 6 (<i>minutes</i>)	Item 5 (<i>minutes</i>) Item 6 (<i>minutes</i>)	Item 5 (<i>minutes</i>) Item 6 (<i>minutes</i>)	Item 5 (<i>minutes</i>) Item 6 (<i>minutes</i>)	Item 5 (<i>minutes</i>) Item 6 (<i>minutes</i>)
<p>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p>Introduction to New Material:</p> <ul style="list-style-type: none"> • Broadcast Overview: Explain the components of a news broadcast and the significance of each segment. • Role Review: Discuss the various roles in a broadcast, emphasizing how each contributes to the overall production. • Key Terms: Introduce key vocabulary (e.g., "script," "segment," "graphics") and provide definitions. 	<p>Introduction to New Material:</p> <ul style="list-style-type: none"> • Script Writing: <ul style="list-style-type: none"> ○ Explain the elements of a good script: dialogue, stage directions, and narrative flow. • Storyboarding: <ul style="list-style-type: none"> ○ Provide examples of effective scripts and highlight what makes them engaging. • Production Scheduling: <ul style="list-style-type: none"> ○ Discuss the importance of timing and organization in production. 	<p>Introduction to New Material:</p> <ul style="list-style-type: none"> • Demonstrate Equipment Setup: Show students how to properly set up cameras, lighting, and microphones. • Review Production Schedule: Walk through the production schedule, highlighting key segments and timeframes. • Teleprompter Practice: Provide tips on using the teleprompter effectively, including eye contact and pacing. • Discuss Filming Techniques: Cover best practices for achieving quality audio and video. • Address Misconception: 	<p>Introduction to New Material:</p> <ul style="list-style-type: none"> • Explain the purpose of editing in broadcast journalism and its role in storytelling. • Discuss key concepts: <ul style="list-style-type: none"> ○ Video Editing Software: Provide a demo on key features of the software they will use. ○ Graphics and Sound Effects: Show examples of good vs. poor integration of graphics and sounds. ○ Transitions: Explain different types of transitions and when to use them. 	<p>Introduction to New Material:</p> <ul style="list-style-type: none"> • Discuss the importance of finalizing edits for clarity and professionalism. • Explain how to prepare for presentations, including practicing voice modulation, body language, and eye contact. • Anticipate the misconception that their broadcast should be perfect and explain that feedback is part of the learning process.

		<ul style="list-style-type: none"> Show a sample production schedule and explain its components. 	Some students may believe that filming is just about pressing 'record'; clarify that it requires planning and teamwork.		
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Guided Practice:</p> <ul style="list-style-type: none"> In small groups, students will discuss and assign roles based on their interests and strengths. Provide a sample script outline and guide students through filling out their outlines collaboratively. Monitor group discussions, offering support and answering questions as needed. Use questioning techniques to assess understanding, starting with simple questions about roles and moving towards 	<p>Guided Practice:</p> <ul style="list-style-type: none"> In groups, students will work on finalizing their scripts. Provide a checklist of elements to include in their scripts. Encourage peer review within groups to enhance writing through feedback. Monitor groups by circulating and asking guiding questions like: <ul style="list-style-type: none"> "How does this dialogue move the story forward?" 	<p>Guided Practice:</p> <ul style="list-style-type: none"> Set expectations for group work by assigning roles (e.g., camera operator, sound technician) and emphasizing collaboration. Allow groups to practice setting up equipment, with teacher guidance. Use scaffolded questioning: Start with, "What is the first step in setting up the camera?" and progress to, "How will you ensure the audio quality is clear during filming?" Monitor student performance through observation and 	<p>Guided Practice:</p> <ul style="list-style-type: none"> Set expectations for group work: Collaborate respectfully, share responsibilities, and stay on task. Provide a sample clip for students to practice editing: <ul style="list-style-type: none"> Identify sections to cut. Add a graphic. Incorporate a sound effect. Scaffold questioning: <ul style="list-style-type: none"> Start with: "What graphic would enhance this segment?" Progress to: "How can we improve the flow 	<p>Guided Practice:</p> <ul style="list-style-type: none"> Set expectations for respectful listening during presentations. Have each group practice their presentation in front of another group for peer feedback. Scaffold questioning by asking easy questions first, such as "What is the main topic of your broadcast?" and progressively harder questions like "How did you decide on your visual aids?" Monitor performance by circulating among groups, providing guidance and support as needed.

	more complex ones regarding segment planning.	<ul style="list-style-type: none"> ○ "What visuals do you plan to accompany this segment?" 	provide real-time feedback.	<p>between these two clips?"</p> <ul style="list-style-type: none"> • Monitor performance by circulating and providing real-time feedback. 	
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Independent Practice:</p> <ul style="list-style-type: none"> • Each student will draft an outline for their assigned segment, including at least three story ideas and initial thoughts on graphics. • Set clear expectations for collaboration and individual contributions—each student should complete their outline independently while contributing to group brainstorming. 	<p>Independent Practice:</p> <ul style="list-style-type: none"> • Each student will finalize their individual scripts and complete their storyboards. • They will create a detailed production schedule that includes: <ul style="list-style-type: none"> ○ Timing for each segment ○ Transitions between segments ○ Specific graphics and sound effects needed. • Behavioral expectations include staying on task, collaborating respectfully, and 	<p>Independent Practice:</p> <ul style="list-style-type: none"> • Students will work in their assigned groups to film their designated segments. • Each group must film according to their production plan, ensuring that they maintain audio and visual quality. • Groups will take notes on any issues encountered for discussion during the postproduction phase. 	<p>Independent Practice:</p> <ul style="list-style-type: none"> • Students will work in groups to edit their entire broadcast segment. • Each group must: <ul style="list-style-type: none"> ○ Incorporate at least three different graphics. ○ Add sound effects and music appropriately. ○ Review and finalize the broadcast order and timing. • They will submit their edited segments for peer review at the end of the class. 	<p>Independent Practice:</p> <ul style="list-style-type: none"> • Each group will present their broadcast to the class. • Students will complete a reflection form post-presentation, addressing what went well and what could be improved. • Ensure students understand that their reflections should be thoughtful and specific.

		seeking help when needed.			
(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.	<ul style="list-style-type: none"> Have students share one story idea from their outlines in pairs, encouraging them to provide feedback to each other. Reiterate the importance of teamwork in producing a news broadcast. 	<ul style="list-style-type: none"> Conduct a quick roundtable discussion where each group shares one key aspect of their scripts and one challenge they faced. Summarize how these elements will contribute to a successful production. 	<ul style="list-style-type: none"> Have each group briefly share one takeaway from their filming experience. Recap the importance of teamwork and following the production schedule. 	<ul style="list-style-type: none"> Conduct a group discussion where each group shares one editing technique they found effective and one challenge they faced. Summarize key points learned about editing graphics, sound, and transitions. 	<ul style="list-style-type: none"> Conduct a quick class discussion on the overall experience of creating and presenting the broadcasts. Ask students to share one thing they learned about the production process or presentations.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	Incorporate Visual Aids: Use visuals to clarify abstract concepts and support understanding. Encourage Peer Support: Pair students strategically to foster collaboration and	Incorporate Visual Aids: Use visuals to clarify abstract concepts and support understanding. Encourage Peer Support: Pair students strategically to foster collaboration and	Incorporate Visual Aids: Use visuals to clarify abstract concepts and support understanding. Encourage Peer Support: Pair students strategically to foster collaboration and learning from one another.	Incorporate Visual Aids: Use visuals to clarify abstract concepts and support understanding. Encourage Peer Support: Pair students strategically to foster collaboration and learning from one another.	Incorporate Visual Aids: Use visuals to clarify abstract concepts and support understanding. Encourage Peer Support: Pair students strategically to foster collaboration and learning from one another.

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	<ul style="list-style-type: none"> • Use simpler language and provide definitions for key terms • Incorporate more visual aids and hands-on activities • Allow for more processing time and group work • Provide sentence frames and word banks for written tasks • Use multilingual resources when possible 	<ul style="list-style-type: none"> • Use simpler language and provide definitions for key terms • Incorporate more visual aids and hands-on activities • Allow for more processing time and group work • Provide sentence frames and word banks for written tasks • Use multilingual resources when possible 	<ul style="list-style-type: none"> • Use simpler language and provide definitions for key terms • Incorporate more visual aids and hands-on activities • Allow for more processing time and group work • Provide sentence frames and word banks for written tasks • Use multilingual resources when possible 	<ul style="list-style-type: none"> • Use simpler language and provide definitions for key terms • Incorporate more visual aids and hands-on activities • Allow for more processing time and group work • Provide sentence frames and word banks for written tasks • Use multilingual resources when possible 	<ul style="list-style-type: none"> • Use simpler language and provide definitions for key terms • Incorporate more visual aids and hands-on activities • Allow for more processing time and group work • Provide sentence frames and word banks for written tasks • Use multilingual resources when possible
Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	Students will present their initial story ideas and script outlines in small groups, demonstrating their understanding of the broadcast roles and the content required for each segment.	Students will submit their finalized scripts, storyboards, and production schedules. A rubric will be used to evaluate clarity, engagement, and completeness of the materials.	Students will be assessed through a peer feedback session where they will evaluate each group's filming based on a rubric that includes criteria such as audio quality, visual clarity, adherence to the production schedule, and teamwork.	Students will submit their edited segments for peer review, demonstrating their ability to incorporate graphics, sound effects, and transitions effectively. A rubric will assess the smoothness of segment flow, quality of edits, and creativity in enhancements.	Students will present their completed news broadcasts to the class, and each presentation will be assessed based on clarity, creativity, and engagement. A reflection form will also be completed to evaluate their understanding of the production process and areas for improvement.

Corrective Activity (s): What will I do if the student doesn't understand the lesson?	One-on-One Support: Peer Tutoring: Visual Aids and Graphic Organizers:	One-on-One Support: Peer Tutoring: Visual Aids and Graphic Organizers:	One-on-One Support: Peer Tutoring: Visual Aids and Graphic Organizers:	One-on-One Support: Peer Tutoring: Visual Aids and Graphic Organizers:	One-on-One Support: Peer Tutoring: Visual Aids and Graphic Organizers:
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	<ul style="list-style-type: none"> Students who finish early can create a visual mood board using digital tools (like Canva) to represent their segment ideas, including images, colors, and themes they plan to use. 	<ul style="list-style-type: none"> For students who finish early, challenge them to create a mock-up of one scene from their storyboard using digital tools or drawing it out on paper. They can include notes on camera angles and sound effects. 	Students who finish early can help other groups with their filming or offer constructive feedback based on the rubric provided	<ul style="list-style-type: none"> For students who finish early, they can create a short tutorial video on a specific editing technique (e.g., adding transitions or sound effects) to share with the class. 	<ul style="list-style-type: none"> Students who finish early can create a digital poster summarizing their broadcast content, highlighting key points and visuals, to display in the classroom.
Technology Integration: How will the students use technology to help them master the objective.	Interactive Presentations: Tool: Nearpod	Interactive Presentations: Tool: Nearpod	Interactive Presentations: Tool: Nearpod	Interactive Presentations: Tool: Nearpod	Interactive Presentations: Tool: Nearpod

