

Glen Ridge Board of Education
Video Production
Grade 7/8
Elective
Semester Course

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Public School’s science curriculum seeks to inspire scientifically-literate citizens who will be able to participate in a dynamic global community. Our program fosters a spirit of intellectual curiosity and collaborative problem solving that is innovative, experiential, thought-provoking, and developmentally appropriate. Our students will use scientific methodology to evaluate and critique global issues relating to Life Sciences, Physical Sciences, The Sciences of Earth & Space, and Engineering Sciences. Students will be challenged and will be encouraged to take risks and develop critical scientific thinking skills.

Course Description:

This is an introductory course where students will be given an opportunity to express themselves through a televised program. Students will learn the basics of broadcasting and video production through a hands on approach. The televised program will be used as a means of communication for all Middle School students and staff. Students will collaborate to create scripts, video clips, and gather information from various members of the school community. They will also use problem-solving skills to create and produce original programs. Students will learn how good storytelling is imperative to the success of any broadcasting network or video. We will work as a whole to ensure students are all equally involved in the television program production.

Video Production	
Unit 1: Scripts, Sequencing & Stories	
Time Allotted (days of instruction):	20 days (4 weeks)
New Jersey Student Learning Standards (NJSLS)	
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	

sequences.
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can I tell a narrative in a video segment that is engaging to the Middle School students and staff? ● What is the best way to deliver information to the staff and students? ● How can I create a script that is clear and cohesive for the students delivering the stories? ● How do you manage time effectively with group members and share responsibilities? ● How can a team maximize efficiency to create the best product for the video broadcast? 	<ul style="list-style-type: none"> ● Students will be able to write a story that is engaging and grabs the viewer’s attention ● Students will be able to create a sequence for the weekly broadcasts that delivers the information in a clear and well thought out format. ● Students will be able to take a story and turn it into a script for the anchors of the weekly broadcast. 	<ul style="list-style-type: none"> ● Determine the order of the stories for this week’s segment ● Create the script for each of the topics in this week’s segment <ul style="list-style-type: none"> ○ all scripts should be some sort of story, how are you going to capture the attention of the viewer? ● Work as a class/group to develop the foundation of the broadcast ● Complete a self-reflection

Resources/Materials	<ul style="list-style-type: none"> ● Chromebooks and software ● Post Its ● Collaborative seating ● Google suite tools (docs, sheets, editing tools/comments, classroom) ● Internet ● Examples for students
Interdisciplinary Connections	<p>Standard 9.1 21st Century Life & Career Skills - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p>
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
Technology Standards	<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>
Diversity/Inclusion	<p>The diverse needs of all learners will be considered using learner-centered strategies. Equitable access to appropriate digital tools and resources will be provided. Diverse perspectives will be addressed/included depending on student choices.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Lesson checks ● Grading rubrics for each assignment ● Question Prompts ● Exit slips ● Completed parts of the outline 	<ul style="list-style-type: none"> ● Final script, story, and sequence submitted by students 	<ul style="list-style-type: none"> ● Daily goals set for the students <ul style="list-style-type: none"> ○ Benchmark 1- Sequencing ○ Benchmark 2- Stories ○ Benchmark 3- Turning Stories into Scripts 	<ul style="list-style-type: none"> ● Rather than writing a script, story, and sequence, create a Google Slide presentation of everything that should be incorporated for this week's broadcast

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use of Google translate ● Text to speech option for students ● Group work/Partner work ● Make directions more visual for students ● Allow scaffolding with the native language 	<ul style="list-style-type: none"> ● Benchmarking ● Chunking ● Preferential Seating ● Extended Time to complete assignments ● Multi-step directions clarified and written down, underlined, highlighted ● Breaks as needed ● Ability to access Google translate in native language ● Use of Graphic Organizers; scaffolding ● Create semantic and story maps, graphic organizers to teach students how to organize information. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Highlighting action words within the directions. ● Display a model of the end product ● Give a written list of steps ● Access to spell check and pronunciation tools on google ● Provide electronic feedback via comments on google docs for written work ● Provide rubrics and outline ahead of time for written work ● Provide teacher feedback during editing process for written work ● Provide examples of exemplar for written work 	<ul style="list-style-type: none"> ● Enrichment activities- creating a mind map online using mindmeister that shows the sequence of the show

Video Production

Unit 2: Video Location/Setting & Graphics

Time Allotted (days of instruction): 20 days (4 weeks)

New Jersey Student Learning Standards (NJSLS)

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• What are the best software programs to use when creating video graphics?• What kind of setting/location is important when filming a video segment?• How can we use different graphics to grasp the viewers attention?• How do you manage time effectively with group members and share responsibilities?• How can a team maximize efficiency to create the best product for the video broadcast?	<ul style="list-style-type: none">• Students will be able to use different software programs to create appropriate graphics for video broadcast programs.• Students will be able to designate proper locations to filming in relation to the topic being covered.	<ul style="list-style-type: none">• Determine where each segment will be filmed• Determine what props (if any) will be used when filming• Make a graphic (flier, image, etc.) for each different story<ul style="list-style-type: none">○ all graphics should grab the viewer's attention• Complete a self reflection

Resources/Materials	<ul style="list-style-type: none"> ● Chromebooks and software ● Post Its ● Collaborative seating ● Google suite tools (docs, sheets, editing tools/comments, classroom) ● Internet ● Examples for students
Interdisciplinary Connections	<p>Standard 9.1 21st Century Life & Career Skills - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p>
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
Technology Standards	<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product</p> <p>8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.</p> <p>8.2.7.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints</p>
Diversity/Inclusion	The diverse needs of all learners will be considered using learner-centered strategies. Equitable access to appropriate digital tools and resources will be provided. Diverse perspectives will be addressed/included depending on student choices.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Lesson checks ● Grading rubrics for each assignment 	<ul style="list-style-type: none"> ● Video graphics created via Google software (or other online software) 	<ul style="list-style-type: none"> ● Daily goals set for the students <ul style="list-style-type: none"> ○ Benchmark 1- video location 	<ul style="list-style-type: none"> ● Students will have the option to draw an image for the video

<ul style="list-style-type: none"> ● Question Prompts ● Exit slips ● Completed parts of the outline 	<ul style="list-style-type: none"> ● Final video setting/location with a description of how it relates to the story topic 	<ul style="list-style-type: none"> ○ Benchmark 2- props (if any) ○ Benchmark 3- Graphic rough draft ○ Benchmark 4- Final Graphic 	<p>if they prefer to use their artistic ability</p>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use of Google translate ● Text to speech option for students ● Group work/Partner work ● Make directions more visual for students ● Allow scaffolding with the native language 	<ul style="list-style-type: none"> ● Benchmarking ● Chunking ● Preferential Seating ● Extended Time to complete assignments ● Multi-step directions clarified and written down, underlined, highlighted ● Breaks as needed ● Ability to access Google translate in native language ● Use of Graphic Organizers; scaffolding ● Create semantic and story maps, graphic organizers to teach students how to organize information. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Highlighting action words within the directions. ● Display a model of the end product ● Give a written list of steps ● Access to spell check and pronunciation tools on google ● Provide electronic feedback via comments on google docs for written work ● Provide rubrics and outline ahead of time for written work ● Provide teacher feedback during editing process for written work ● Provide examples of exemplar for written work 	<ul style="list-style-type: none"> ● Students will use Scratch software to create an animated video graphic

Video Production

Unit 3: Film Production & Editing

Time Allotted (days of instruction): 20 days (4 weeks)

New Jersey Student Learning Standards (NJSLS)

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• How do you manage time effectively with group members and share responsibilities?• How can a team maximize efficiency to create the best product for the video broadcast?• How can we create a video broadcast that will effectively deliver information	<ul style="list-style-type: none">• Students will work collaboratively to create a video using WeVideo software that can be shared with middle school students and staff.	<ul style="list-style-type: none">• Use WeVideo to create a video broadcast/TV program• Film the segments for the video broadcast by working with other groups in the class (planning accordingly)• Ensure all segments from the classes outline were recorded• Complete a self reflection

<p>to students and staff while capturing the viewers attention?</p> <ul style="list-style-type: none"> • What are the best approaches to creating a weekly video broadcast using the WeVideo software? 		
<p>Resources/Materials</p>	<ul style="list-style-type: none"> • Chromebooks and software • Post Its • Collaborative seating • Google suite tools (docs, sheets, editing tools/comments, classroom) • Internet • Examples for students • WeVideo • Recording divide (cellphone) 	
<p>Interdisciplinary Connections</p>	<p>Standard 9.1 21st Century Life & Career Skills - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p>	
<p>21st Century Life and Careers</p>	<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<p>Technology Standards</p>	<p>8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>8.2.8.C.2 Explain the need for optimization in a design process</p> <p>8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>	
<p>Diversity/Inclusion</p>	<p>The diverse needs of all learners will be considered using learner-centered strategies. Equitable access to appropriate digital tools and resources will be provided. Diverse perspectives will be addressed/included depending on student choices.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Creating each individual segment ● Grading rubrics for each assignment ● Exit slips ● Completed parts of the outline 	<ul style="list-style-type: none"> ● Final video created and edited while working collaboratively with group members. This video will be released to students and staff. 	<ul style="list-style-type: none"> ● Daily goals set for the students <ul style="list-style-type: none"> ○ Benchmark 1- add all cover slides to WeVideo for the beginning of each segment ○ Benchmark 2- add graphics for the segment to weVideo ○ Benchmark 3-Film individual segments ○ Benchmark 4- Put everything together 	<ul style="list-style-type: none"> ● Students will have the option to create a comic strip that addresses one of the segments. If a student chooses this, they will not use the online video editing tools but will be encouraged to use Google Drawing & Google slides to practice the use of technology.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Use of Google translate ● Text to speech option for students ● Group work/Partner work ● Make directions more visual for students ● Allow scaffolding with the native language 	<ul style="list-style-type: none"> ● Benchmarking ● Chunking ● Preferential Seating ● Extended Time to complete assignments ● Multi-step directions clarified and written down, underlined, highlighted ● Breaks as needed ● Ability to access Google translate in native language ● Use of Graphic Organizers; scaffolding ● Create semantic and story maps, graphic organizers to teach students how to organize information. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Highlighting action words within the directions. ● Display a model of the end product ● Give a written list of steps ● Access to spell check and pronunciation tools on google ● Provide electronic feedback via comments on google docs for written work ● Provide rubrics and outline ahead of time for written work ● Provide teacher feedback during editing process for written work ● Provide examples of exemplar for written work 	<ul style="list-style-type: none"> ● Students will use other Video editing tools to add creativity to the video segments. Students can add voice overs, special effects, etc.

Video Production

Unit 4: Planning- Next Week's Segment

Time Allotted (days of instruction): 20 days (4 weeks)

New Jersey Student Learning Standards (NJSLS)

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can I determine what is valuable and worth covering for the students and staff? ● How can I work with my group to determine a theme for this week's video broadcast that is engaging for the students and staff? ● What is the best way to deliver information to the staff and students? ● How do you manage time effectively with group members and share responsibilities? ● How can a team maximize efficiency to create the best product for the video broadcast? 	<ul style="list-style-type: none"> ● Students will be able to determine that important events and announcements should be included in next week's video broadcast. ● Students will conduct research to find one interesting story that may be covered in next week's video segment. ● Students will be able to provide an "Inside scoop" to students and staff, offering advice in the next video segment. 	<p>Determining what will be covered during next week's segment:</p> <ul style="list-style-type: none"> ● upcoming events & important announcements <ul style="list-style-type: none"> ○ information from teachers and administration (if any) for the FOLLOWING week! ● Interesting Stories ● "Inside Scoop" <ul style="list-style-type: none"> ○ what advice would you like to give students based on your own experiences! ● Free Choice <ul style="list-style-type: none"> ○ something fun and entertaining to end the segment with, additional information that does not fit into one of the other categories
Resources/Materials	<ul style="list-style-type: none"> ● Chromebooks and software ● Post Its ● Collaborative seating ● Google suite tools (docs, sheets, editing tools/comments, classroom) ● Internet ● Examples for students ● Stopwatch ● Spreadsheet (Google sheet document) 	
Interdisciplinary Connections	<p>Standard 9.1 21st Century Life & Career Skills - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p>Standard 6.3 Active Citizenship in the 21st Century - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world</p>	
21st Century Life and Careers	<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	

Technology Standards	8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product. 8.2.8.C.2 Explain the need for optimization in a design process. 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints. 8.2.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.D.4 Assess the credibility and accuracy of digital content 8.1.8.E.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
Diversity/Inclusion	The diverse needs of all learners will be considered using learner-centered strategies. Equitable access to appropriate digital tools and resources will be provided. Diverse perspectives will be addressed/included depending on student choices.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Lesson checks Grading rubrics for each assignment Question Prompts Exit slips Completed parts of the outline 	<ul style="list-style-type: none"> Submitted ideas of stories to be covered for next week with an explanation of why, when, where, and how <ul style="list-style-type: none"> Defend the ideas for next week by writing a short summary of why it should be covered 	<ul style="list-style-type: none"> Daily goals set for the students <ul style="list-style-type: none"> Benchmark 1- identify upcoming events taking place in the Middle School Benchmark 2-Determine an interesting story that should be covered next week Benchmark 3- Create an "Inside Scoop" topic for next week 	<ul style="list-style-type: none"> Gather information of what could be covered in next week's segment and create a Google slide presentation of the ideas that you have in mind

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Use of Google translate Text to speech option for students Group work/Partner work Make directions more visual for students Allow scaffolding with the 	<ul style="list-style-type: none"> Benchmarking Chunking Preferential Seating Extended Time to complete assignments Multi-step directions clarified and written down, underlined, highlighted Breaks as needed Ability to access Google translate in native language 	<ul style="list-style-type: none"> Gifted and Talented students will have the option to create a Kahoot where the class can vote on the topics they would like to see us cover next week

native language	<ul style="list-style-type: none">● Use of Graphic Organizers; scaffolding● Create semantic and story maps, graphic organizers to teach students how to organize information.● Cooperative and partner activities.● Give students a job in a group. Monitor that they are participating● Highlighting action words within the directions.● Display a model of the end product● Give a written list of steps● Access to spell check and pronunciation tools on google● Provide electronic feedback via comments on google docs for written work● Provide rubrics and outline ahead of time for written work● Provide teacher feedback during editing process for written work● Provide examples of exemplar for written work	
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