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| **Overview & Purpose:**  Promotion – Promoting our school through CCHS Football Hype Video | **Alabama COS Education Standards Addressed:**   1. Develop content for use in marketing communications to create interest in product/business/idea 2. Design Logo for Sports/Entertainment Marketing |

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| **Alabama College and Career Readiness Standards** | | |
| **Reading Standards for Literacy in Science and Technical Subjects 6-12 or Reading Standards for Literacy in History/Social Studies 6-12** | **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12** | **Standards for Mathematical Practice** |
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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Bellringer** | Google Classroom Question | Google Classroom Question | Google Classroom Question | Google Classroom Question | Google Classroom Question |
| **Lecture** | Importance of promotion | Importance of promotion | N/A | N/A | N/A |
| **Reading** | Google Classroom Question | Google Classroom Question | Google Classroom Question | Google Classroom Question | Google Classroom Question |
| **Project-Based Learning** | Working toward production of CCHS Hype Video | Working toward production of CCHS Hype Video | Working toward production of CCHS Hype Video | Working toward production of CCHS Hype Video | Working toward production of CCHS Hype Video |
| **Application** | Students will watch a series of hype videos. Students will be required to assess each video by writing down 5 things they liked about each video and 1 thing they did not like. | Students will watch all template videos in GoPro Studio and decide which template best fits our Hype Video. Students will be split into groups based on their decisions. | As a group, students will analyze their template and write down all clips needed to complete template. Students will assess current clips and obtained needed clips. | Students will continue working on their hype video in each group. Students must complete the hype video with a title and subtitle. Hype videos will be presented to administration and coaching staff when complete. | Students will continue working on their Hype Video by finalizing details. Students will begin working on their presentation for administration and coaching staff (this will include their reasoning for choosing the clips they did) |
| **Assessment** | Formative Assessment via teacher observations | Formative Assessment via teacher observations | Formative Assessment via teacher observations | Formative assessment via teacher observation | Summative Assessment via completion of hype video |
| **Homework** | NA | NA | NA | NA | NA |
| **\*Project-Based Learning-** Indicate whether the lesson is Project-Based and give Examples and Details of culminating project | | | | | |
| **\*Application-** Give Examples of Engaging Activities, Group Assignment, and/or Lab Assignment | | | | | |
| **\*Assessment-** Give Example of Assessment and whether it is Formative or Summative | | | | | |

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| **Tier 1 Interventions** | **Y/N** |
| Circulate among students and observe and question as they are working | Y |
| Make eye contact with students before giving directions and have students repeat directions | Y |
| Provide clearly written directions and instruction in a step by step manner with illustrations and use as few words as possible | Y |
| Teach social and behavioral skills through teacher modeling and repeated opportunities for practice | Y |
| Provide a predictable, organized classroom where expectations are stable | Y |
| Identify precisely the behavior expected for specific locations(hallways, cafeteria, library, assembly) | Y |
| Write instructions on the board as well as say them aloud | Y |
| Differentiate instruction by using levels of Blooms Taxonomy to ask questions and plan learning activities | Y |
| Use reading partners or skilled peers to provide academic support | Y |
| Use multiple and flexible grouping opportunities to respond frequently | Y |
| Use visuals, charts, and models for concept reinforcement | Y |
| Provide opportunities for students to respond in a variety of ways (questions, dry erase boards, thumbs up, partner share, graphic organizers) | Y |
| Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner | Y |
| Other: Please Explain |  |
| Other: Please Explain |  |
| Other: Please Explain |  |
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| **Tier 2 Interventions** | **Y/N** |
| Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners | Y |
| Provide clearly written directions and instruction in a step by step manners with illustrations and use as few words as possible | Y |
| Differentiate instruction by using all levels of Bloom’s Taxonomy to ask questions and plan learning activities | Y |
| Use reading partners and skilled peer of adult mentors to provide | Y |
| Provided varied texts and supplementary material at different levels of reading difficulty | Y |
| Use multiple, flexible grouping opportunities for students | Y |
| Use direct, systematic instruction delivered by the classroom teacher or another skilled adult | Y |
| Increase the amount of practice opportunities using multiple modalities | Y |
| Increase opportunities for students to respond in a variety to ways (Questions, dry erase boards, thumb up, partner share, graphic organizers) | Y |
| Explain clearly each academic task and specific criteria needed to successfully complete the task | Y |
| Reinforce memorization of steps using repetition in variety of context where memory is required (oral, written, act it out) | Y |
| Other: Please Explain |  |
| Other: Please Explain |  |
| Other: Please Explain |  |