# Unit 4-Talk Radio Copied from: Mass Comm/Radio, Copied on: 02/21/22

Content Area: **CTE**
Course(s): **Mass Comm1/Radio**
Time Period: **MarApr**
Length: **30 Days**
Status: **Published**

## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Unit 4-Talk Radio

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ryan Sheridan

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## Unit Overview

This unit is about producing a 40 minute talk radio show. This talk show will be taking place live on the air.
Students should expect to learn how to write a script (organization), when to implement the stations call letters, production format, and how to take a caller on the air. Students will be broken down into two groups based upon class size and format alternating shows.

## Enduring Understanding

-Producing a radio talk show is an intricate process that requires much planning and organizational skills.

-Students need to use all air time during production and not have dead time on air.

-What considerations need to be explored in producing a successful talk show?

-What types of professional questions should be used during a live show?

## Essential Questions

How long should the show last?

Do commercials need to be in the audio production?

What is the importance of time management?

When will the sports segment air?

How do we patch in a caller on the air?

When are requests taken over the phone?

When will the weather segment go live on air?

## Exit Skills

By the end of Unit 4 Mass Communication/Radio Students Should be able to:

- Produce a 40 minute Radio Talk Show
- Identify when to use the station call letters
- Determine how and when to entertain callers on the air
- Accept live callers during the show
- Manage time and follow a script for production
- Be able to adjust on point in case of technical difficulty

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.AR.3 | Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |

| | |
|---|---|
| 9.3.12.AR.4 | Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. |
| 9.3.12.AR-AV.1 | Describe the history, terminology, occupations and value of audio, video and film technology. |
| 9.3.12.AR-AV.2 | Demonstrate the use of basic tools and equipment used in audio, video and film production. |
| 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. |

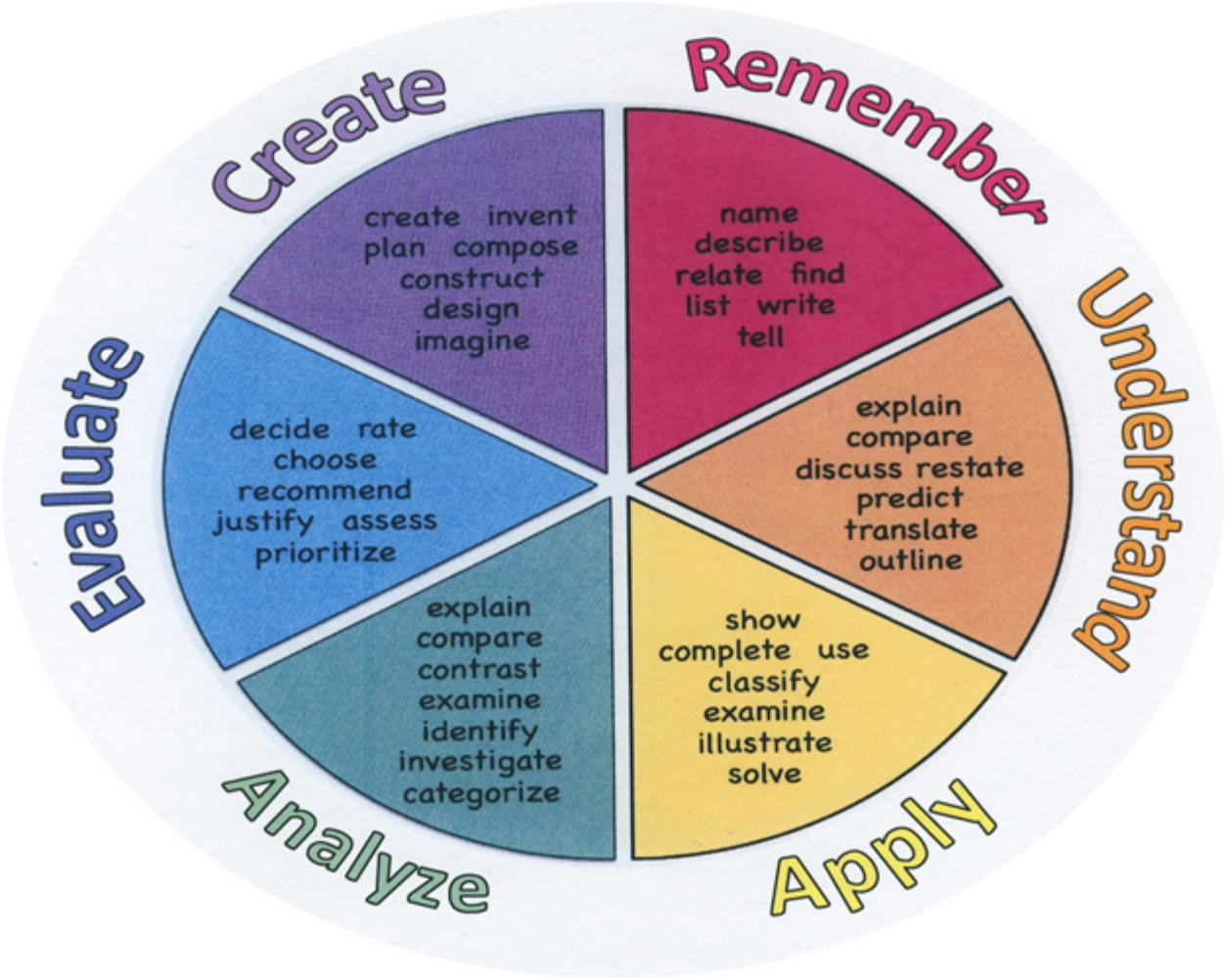
## Interdisciplinary Connections

| | |
|---|---|
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.8 | (Not applicable to literature) |
| LA.RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| LA.RI.11-12.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| LA.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.11-12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

## Learning Objectives

-Develop and plan a well thought out script
-Determine how and when to entertain callers over the air
-Design their own 40 minute radio talk show
-Prepare show for live production that will be aired daily
-Manage time for weather to be incorporated daily
-Manage time for weather to be incorporated in English and Spanish for all listeners

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| | Classify | | | | |
| | Defend | Choose | | | |
| | Demonstrate | Dramatize | | | |
| | Distinguish | Explain | | | |
| | Explain | Generalize | | | Combine |
| Choose | Express | Judge | Categorize | | Compose |
| Describe | Extend | Organize | Classify | | Construct |
| Define | Give Examples | Paint | Compare | Appraise | Design |
| Label | Illustrate | Prepare | Differentiate | Judge | Develop |
| List | Indicate | Produce | Distinguish | Criticize | Formulate |
| Locate | Interrelate | Select | Identify | Defend | Hypothesize |
| Match | Interpret | Show | Infer | Compare | Invent |
| Memorize | Infer | Sketch | Point out | Assess | Make |
| Name | Match | Solve | Select | Conclude | Originate |
| Omit | Paraphrase | Use | Subdivide | Contrast | Organize |
| Recite | Represent | Add | Survey | Critique | Plan |
| Select | Restate | Calculate | Arrange | Determine | Produce |
| State | Rewrite | Change | Breakdown | Grade | Role Play |
| Count | Select | Classify | Combine | Justify | Drive |
| Draw | Show | Complete | Detect | Measure | Devise |
| Outline | Summarize | Compute | Diagram | Rank | Generate |
| Point | Tell | Discover | Discriminate | Rate | Integrate |
| Quote | Translate | Divide | Illustrate | Support | Prescribe |
| Recall | Associate | Examine | Outline | Test | Propose |
| Recognize | Compute | Graph | Point out | | Reconstruct |
| Repeat | Convert | Interpolate | Separate | | Revise |
| Reproduce | Discuss | Manipulate | | | Rewrite |
| | Estimate | Modify | | | Transform |
| | Extrapolate | Operate | | | |
| | Generalize | Subtract | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

-Students will begin by preparing and creating a script

-Students will document all areas that need to be included in live production

-Analyze each segment with a time preparation to utilize full 40 minute period

-Groups will alternate all show formats for "A" days and "B" days

-Scripts will be prepared one day in advance for all productions

## Assessment Evidence - Checking for Understanding (CFU)

-Students will be given quizzes to make adapt to a script format

-Students will be given and shown live audio productions using YouTube to prepare for live radio shows

-Students will select topics of their choice and interest for productions

-Students will begin by preparing and creating a script-benchmark assessment

Unit test-summative assessment

Fist-o-Five or Thumb Ometer-formative assessment

Web-based assessment-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

-Tenth Edition- Television Production Handbook- "Zettl"

-YouTube Video Radio Productions will used for specific samples of live formats

-Script Formats -Google Docs

-Canon XA10 will be used to video tape live productions for critiques

## Ancillary Resources

-I-Movie tutorial videos

-Hands on production tours of NBC studio, MOPO Productions Studio, Yankee Stadium Press Rooms

-NBC/CBS Scholarly articles

-YouTube Live Productions

## Technology Infusion

HD Canon XA 10/Mini-DV Panasonic Cameras will be used to film activities.

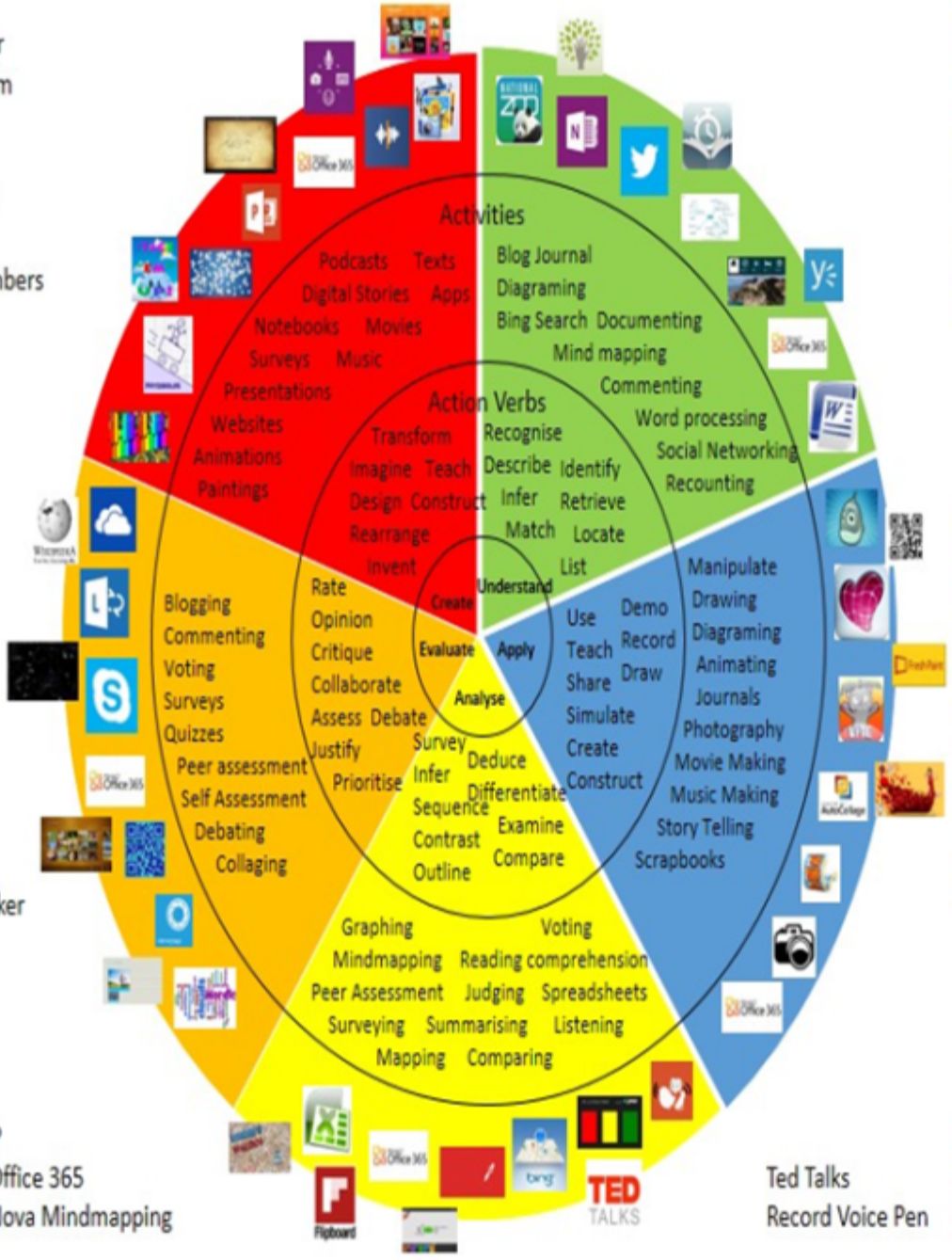
Videoonics Character Generator will be used to upload all credits.

Apple Mac Book- Editing software programs- Final Cut Studio, Adobe Premiere Pro, Vegas Studio will be used to edit all productions. Desktop PC's- Research local and world news stories for " Live Radio Shows"

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of |

| | |
|---|---|
| | technology concepts, systems and operations. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.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. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| TECH.8.1.12.A.5 | Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

-Students will work in groups to complete a live radio production that will be aired to the township and all stake holders

-Repeated instructions will be given on when scripts need to be prepared

-Study guides will be given to assist in all script formats be followed

-Adhere to all FCC guidelines for live productions

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

-Student will be given key terms and technical terms to be reviewed before live productions go on air

-Students will repeat the daily show topics and create a run through before productions take place

-Weekly script sheets will be handed out for preparation of all script formats

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions

- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

-Student will be given key terms and technical terms to be reviewed before live productions go on air

-Students will repeat the daily show topics and create a run through before productions take place

-Weekly script sheets will be handed out for preparation of all script formats

-Students will prepare scripts in native language for viewers to hear various languages

-Peers will critique all shows to enhance student performance on a daily basis

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

-Weekly script sheets will be handed out for preparation of all script formats

-Students will prepare scripts daily and correct all scripts on a needed basis

-Peers will critique all shows to enhance student performance on a daily basis

-Students will be allowed to select topics of choice for daily productions

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

-Students will debate all technological glitches that occur during show and figure ways out to have few imperfections

-Students will work at faster pace and create live music performance during show and format a well developed time schedule for script formats

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: