# Unit 5- Radio Production-Talk Radio Game/Black History Month

Content Area: **CTE**
Course(s): **Mass Comm1/Radio**
Time Period: **MayJun**
Length: **38 Days**
Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Unit 5-Radio Production-Talk Radio Game/Black History Month

**Belleville Board of Education**

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Board Approved: September 23, 2019

## Unit Overview

This unit will be a cross-curricular unit integrating black history and radio production.
Students can expect to learn various well-known African American people as well as incorporating a radio production that utilizes the African American people and an on-air game show. Students will create a live audio production that is aired live to all stakeholders.

## Enduring Understanding

Black History Month is an important month to remember the accomplishments of several well-known African American people.

Create a talk show informing audience of famous accomplishments by African Americans in society

How has Black History Month affected our society in a positive manner?

Create a game show that will air to live audiences to participate

## Essential Questions

-Who are famous African Americans who contributed to society on a positive note?

-What are the audience accommodations needed to produce a live game show?

-How is time management needed on all live shows?

-Why do we need to follow FCC guidelines for all productions?

-What is script format for all game shows for live productions?

-Why is it important to not have any dead air time?

## Exit Skills

By the end of Unit 5 Mass Communication/Radio 1 Students Should be able to:

- Differentiate between various well-renown African American people.
- Create a talk show incorporating a game format that enables the studio to take on the participation of on-air callers.
- Allot a time schedule to maintain the production to fit into a 40 minute time block
- Prepare a script to follow for scheduling of all live shows

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

| | |
|---|---|
| 9.3.12.AR.1 | Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. |
| 9.3.12.AR.5 | Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. |
| 9.3.12.AR-AV | A/V Technology & Film |
| 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. |
| 9.3.12.AR-JB.2 | Demonstrate writing processes used in journalism and broadcasting. |
| 9.3.12.AR-JB.3 | Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). |
| 9.3.12.AR-JB.4 | Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). |

## Interdisciplinary Connections

| | |
|---|---|
| | Integration of Knowledge and Ideas |
| 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.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.RI.11-12.8 | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| 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. |

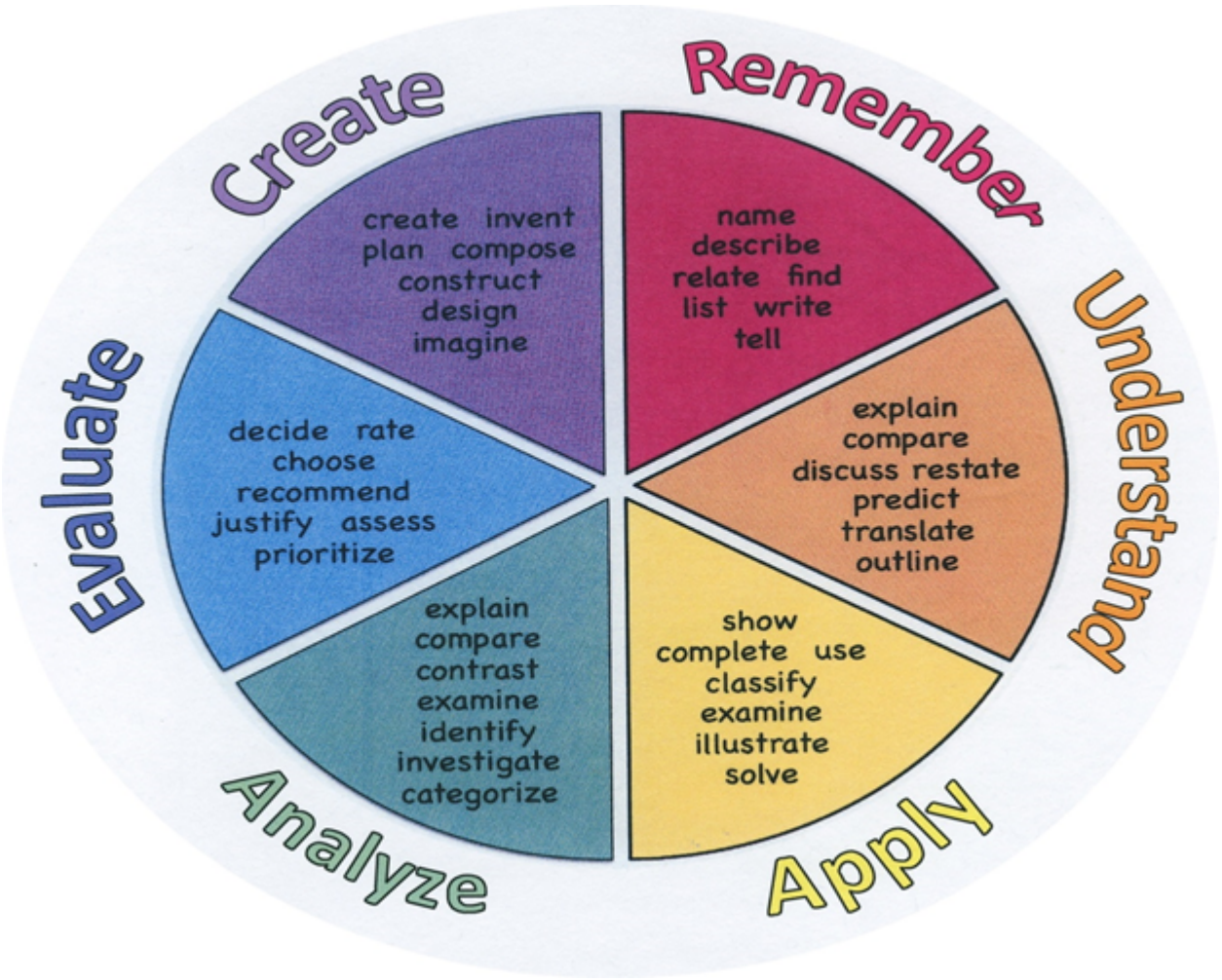
| | |
|---|---|
| | and/or global history. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| 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. |

## Learning Objectives

-Identify key African-American contributors to society
-Plan a talk radio show that involves using a game format which incorporates specific accomplishments of African-American people.
-Construct a script that will be used for daily shows to be followed
-Recommend any updates that need to be adjusted to master all audio performances

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

| | | | |
|---|---|---|---|
| Reproduce | Tell | Divide | Revise |
| | Translate | Examine | Rewrite |
| | Associate | Graph | Transform |
| | Compute | Interpolate | |
| | Convert | Manipulate | |
| | Discuss | Modify | |
| | Estimate | Operate | |
| | Extrapolate | Subtract | |
| | Generalize | | |
| | Predict | | |



## Suggested Activities & Best Practices

-Develop scripts to be followed for history shows based on famous African Americans

-Identify key components that made the African American person a key contributor to society

-Prepare a time management schedule for all students to follow for a live production

## Assessment Evidence - Checking for Understanding (CFU)

-Students will be given a quiz on how to conduct a script for daily shows-benchmark assessment

-Students will self assess all live productions when shows are complete

-Students will describe all positive self reflections when shows are produced

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Multimedia reports-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

What technology can be used in this unit to enhance learning?

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

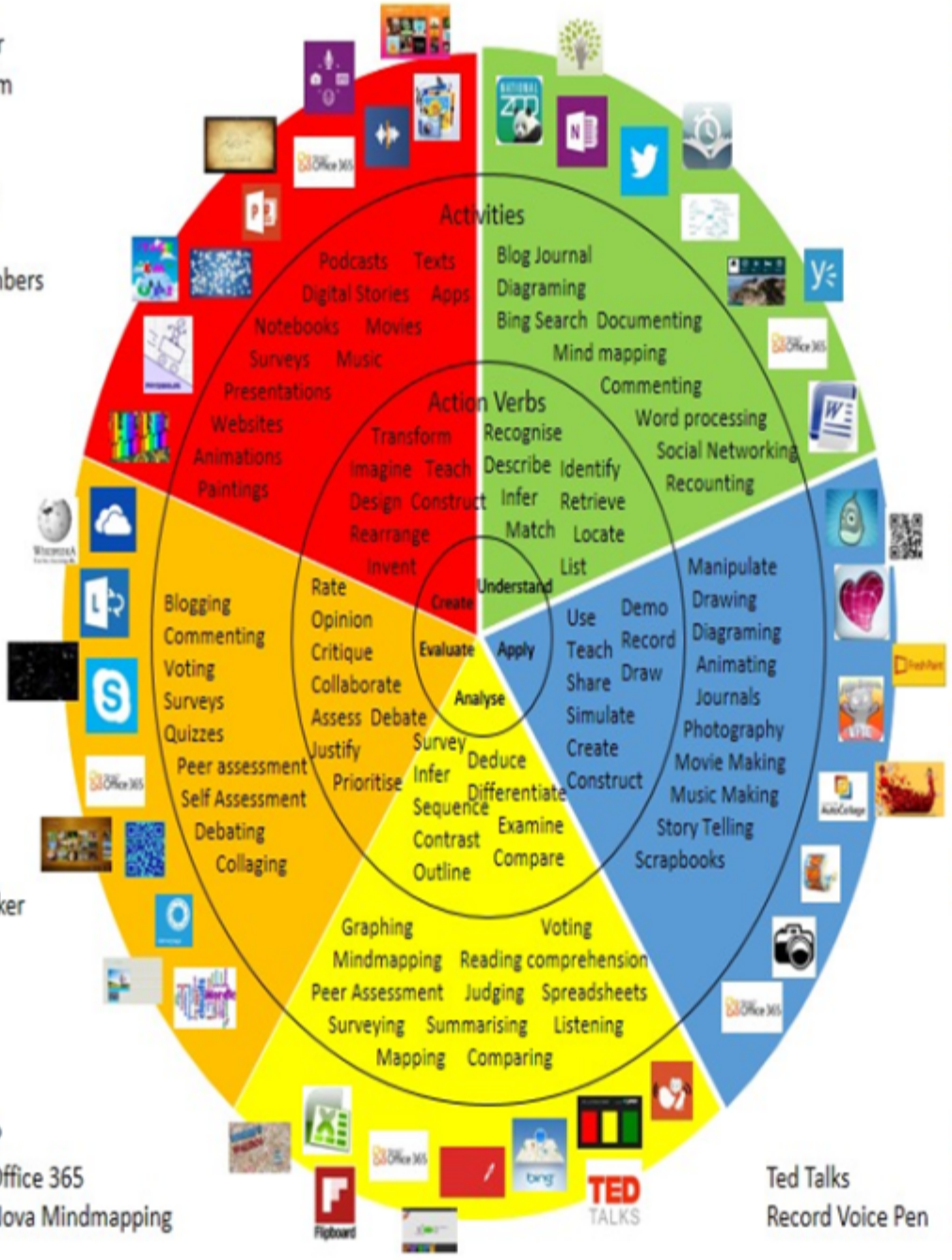
Videoonics Character Generator will be used to upload all credits.

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.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 | Career Preparation |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| 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 on producing scripts for live news programming

-Directions will be repeated daily on time formats and segments for all shows

-Assistance will be provided using live audio clips to help students achieve the goals for a production

**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)

-Students will review all key terms to be used along with technical definitions for all live productions

-Students will be assisted by having assigned partners for all live shows

-Assignments will be shortened when needed for student segments during audio productions

- 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)

-Students will review all key terms to be used along with technical definitions for all live productions

-Students will be assisted by having assigned partners for all live shows

-Assignments will be shortened when needed for student segments during audio productions

-Audio segments will be provided on google classroom to assist all show formats

- 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

-Students will be assisted by having assigned partners for all live shows

-Assignments will be shortened when needed for student segments during audio productions

-Audio segments will be provided on google classroom to assist all show formats

-Students will select topics of their choice to be included into show segments

- 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 selections of famous African Americans to be discussed during show productions

-Student will work at a faster pace for show productions and compile a list of all technical difficulties to be adjusted for upcoming shows

- 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: