Unit 1- History of Radio

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1- History of Radio

Belleville Board of Education

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Unit Overview

This unit is about the history of radio, its origin, and how it has evolved. Students can expect to learn key terms, important people and what their impact was on radio and the evolution of radio. Students will also compare todays radio standards with the past

Enduring Understanding

Students will understand that...

-The effects radio has had on society

-How radio originated and when it began

-How radio evolved to what it is today

Essential Questions

-When did radio first originate?

-Who developed the first radio?

-When was the first live broadcast established?

-Who is the FCC?

-How did the idea of radio come out?

-Who broadcasted the first radio show?

Exit Skills

Students will be able to...

-Label parts of a radio

-Identify who was the founder of radio

-Define who the FCC is and what is their purpose

-Explain how radio was first developed

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.AR	Arts, A/V Technology & Communications
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.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
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

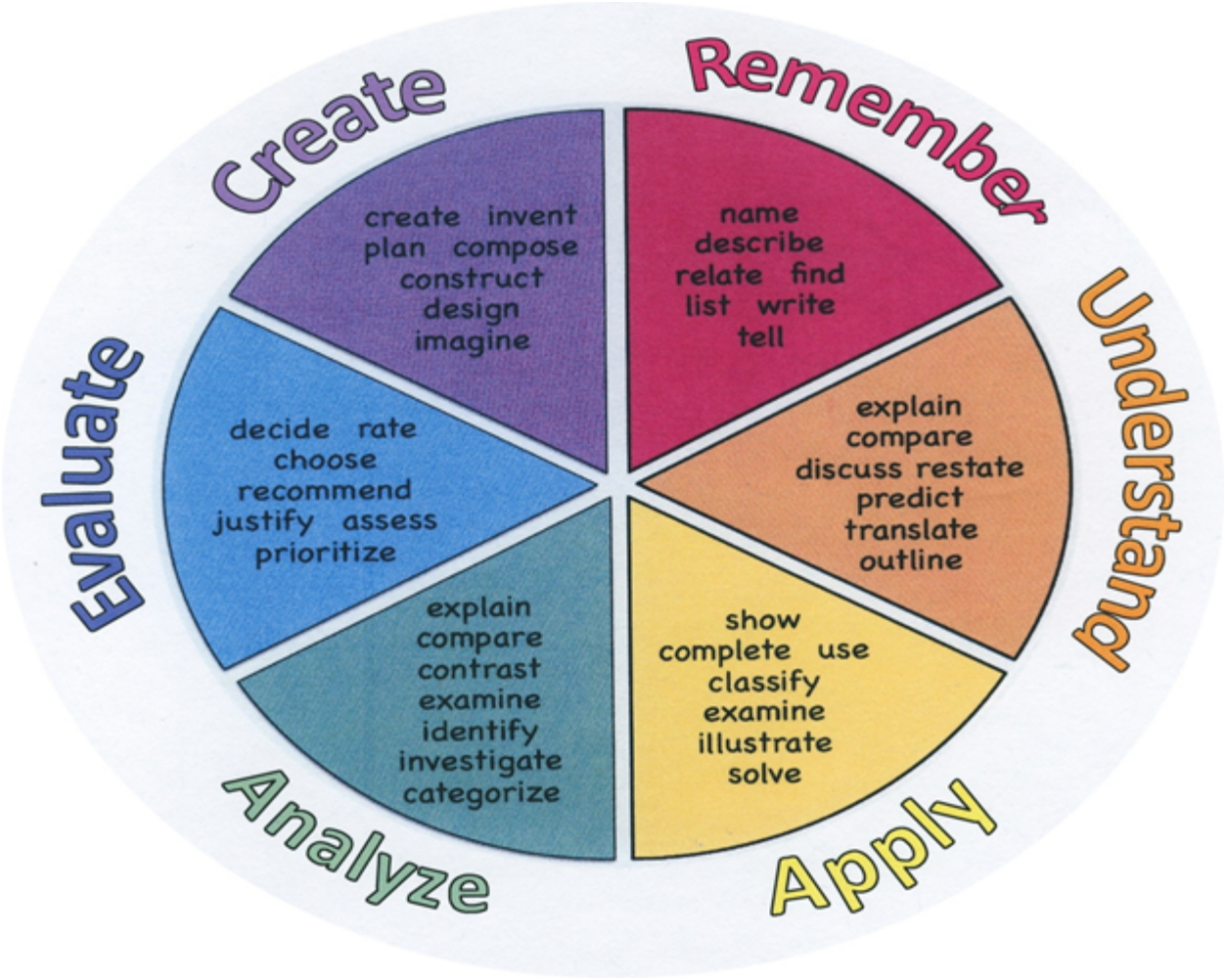
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.

Learning Objectives

Students will be able to....

-Identify key terms within radio.
-Differentiate between specific people in radio and what they are well renown for.
-Conclude the origin and evolution of radio
-Determine when the radio originated and how it was developed

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 identify parts of a radio

-Student will create a timeline of the advancement of radio

-Students will create a history of the radio book report

Assessment Evidence - Checking for Understanding (CFU)

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Written reports-alternate assessment

-benchmark assessments

-Student will be given quizzes on the history of radio

-Students will be given an assessment to compare and contrast radio from now and then

-Students will identify key components to radio identification

- 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 Contests

-NBC/CBS Scholarly Articles

-YouTube Videos

Ancillary Resources

-I-Movie tutorial videos

-Hands on production tours NBC Studio

-MoPo Production Studio Tours

-Yankee Stadium Press Room Tours

-MetLife Stadium Press Tour/Job Identification Opportunities

Technology Infusion

-Students will become familiar with Audio Board Mixer (Soundcraft)

-Students will identify and label all parts of audio board for live radio shows

-Students will use MacBook to identify old radio operation systems



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

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.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.
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.
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 small groups to identify all components of radio

-Students will create a small radio show with a group of peers (3)

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 be assigned a peer to help create a live radio show in class

-Students will be given extended time on radio history quiz

-Students will be given a modified test for components of audio board

- 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 be paired with a native language speaker when covering radio history

-Videos and images will be used to help identify all parts of the radio

-Images will also be used for all audio board identification

- 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 use videos/pictures to help identify all radio parts

-Students will have peer to peer tutoring to help identify and operate the audio board to create a live show

- 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 create a blog on then and now use of the radio

-Advanced problem solving will be utilized to troubleshoot audio board maintenance

- 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

Unit Name: History of Radio

Discuss and operate a radio broadcast while discussing the history of the radio.

NJSLS:

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.3-Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Interdisciplinary Connection:

LA.11-12.SL.11-12.2-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.A-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Statement of Objective:

SWBAT understand the function and development of various radio components used in production of live radio shows.Students will also be able to identify parts of the audioboard for a live segment.

Anticipatory Set/Do Now:

Students will collaborate and create a variety of radio segments within the classroom environment using studio production radio equipment. The radio segments will be used and critiqued by peers to enhance weekly shows.

Learning Activity:
Hands on Projects, Cooperative Groups

Student Assessment/CFU's:
see above

Materials:
Textbook, Computers, Audioboard, MacBook Pro

21st Century Themes and Skills:
Communication & Collaboration, Information Literacy, Media Literacy, Creativity and Innovation, Critical Thinking & Problem Solving, Information, Communications, and Technology Literacy

Differentiation:

Visual Learners, Hands on Activities, Group/Peer Instruction, Direct Instruction

Integration of Technology: Students will identify the radio parts and be able to operate each piece of equipment used for a live radio segment. The radio segment will then be used along side of a MAC computer to import live production. This format will then be edited to a final finished polished production.