Unit 4: Podcasting with Power

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3-4 Weeks**
Status: **Published**

Brief Summary of Unit

Students will explore and critically study the use of podcasts as a tool for communication of ideas. In particular, they will investigate the wide range genres and styles of podcasts as well as the unique strategies and tools that podcast hosts use to communicate their messages. Specifically, the study will focus on determining which strategies and styles are most effective based on audience and purpose. Students will choose a mentor text and create a podcast on a topic of their choice that is modeled after the mentor podcast.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

	Brainstorming can create new, innovative ideas.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including

	figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
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.11-12.4	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.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10	Read and comprehend complex literary and informational texts independently and proficiently.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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.

Essential Questions

- How can a host use audio components such as music and sound effects to enhance meaning?
- How does a speaker's purpose impact style and structure in a radio show?
- How does speech communicate ideas differently from written language?
- What kind of strategies do radio hosts use to supplement a lack of visual input?
- What makes a podcast effective in communicating its message to a listener?

Essential Understandings

- Audio elements can be used to enhance communication of ideas
- Digital tools allow for broader and more diverse connection among listeners
- Effective speakers consider purpose and audience when communicating ideas.
- Spoken texts differ in structure and style according to purpose (inform, persuade, entertain)

Students Will Know

- Differences between genres and styles of podcasts and how to identify purpose
- Structural and style elements that enhance spoken communication, such as use of segments and guests
- Tools and methods for creating podcasts using platforms such as SoundCloud and Audacity

Students Will Be Skilled At

- Analyzing mentor texts to determine techniques used to achieve stated or implied purpose
- Evaluating and revising personal work based on peer feedback
- Evaluating effectiveness of mentor texts based on intended purpose
- Using web-based platforms to produce podcasts and enhance auditory communication of ideas

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Develop a portfolio of mentor podcasts that match students' intended purpose (e.g. Student who plans to produce a comedy podcast might collect example of model comedy podcasts and annotate according to strengths and weaknesses)
- Write and maintain an ongoing podcast that incorporates qualities of model podcast. Weekly shows should include recurring segments, guests hosts, theme music, for example.

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during this class targets not only comprehension, but also analysis. Students may read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-

modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

- ● Analyze podcasts to determine purpose, and critically analyze how intended purpose is achieved
- ● Curate a portfolio of model podcasts to use as mentor texts
- ● Develop and produce an ongoing podcast show using Audacity or Soundcloud about a topic of student interest and choice.
- ● Evaluate a website's use of various elements of an author's craft (including, but not limited to, theme music, sound effects, recurring features and segments, guest hosts, interviews, voice, tone.)
- ● Hold regular discussion in which peers comment and provide meaningful feedback about peer shows
- ● Reflect meaningfully on personal growth as a speaker and host at the middle and end of the semester
- ● Understand the responsible use of digital media through podcasting with purpose for an intended audience; understand and apply proper netiquette; recognize the social dangers of internet use; apply safety practices for effective viewing and listening.
- ● Use MAPS strategy to analyze podcasts: Mode, Media, Audience, Purpose, Situation (See teacher resources, Troy Hick's Digital Writing)

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- STUDENT MATERIALS • Students will access a range of technology including, but not limited to, SoundCloud and Audacity.
- TEACHER MATERIALS Assessing Students' Digital Writing: Protocols for Looking Closely by Troy Hicks Everybody Writes: Your Go-To Guide for Creating Ridiculously Good Content by Ann Handley Writing Tools: Fifty Essential Strategies for Every Writer by Roy Peter Clark How to Write Short: Word Craft for Fast Times by Roy Peter Clark Writing for Digital Media by Brian Carroll
  http://www.edutopia.org/podcasting-student-broadcasts
  http://edtechteacher.org/tools/multimedia/podcasting/
  http://americanart.si.edu/education/resources/guides/podcasting_guide.pdf

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and

Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan

- ● Clarifying key terms and definitions at the beginning of the unit to create a shared vocabulary for analysis and evaluation of mentor podcasts.
- ● Encouraging the use of asynchronous learning to promote student autonomy and flexibility throughout the production process.
- ● Fostering collaborative learning through the use of discussion as a method of providing peer feedback and positive communication.
- ● Guiding students in goal-setting and executive function by setting timelines for completion of various stages, including design, planning, production, peer review, and reflecting.
- ● Optimizing individual choice in terms of the selection of mentor texts, as well as the topics for ongoing podcasting.
- ● Promoting collaboration and positive social interaction by encouraging students to act as guest hosts and expert interviewees on student podcasts.
- ● Providing opportunities for self-regulation by including reflective self-evaluation periodically.
- ● Using multimedia as a means of communication in the production of personal podcasts, including written plans, sound, and music.