

# Unit 04: Creating Podcasts

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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|----------------|--|
| VPA.1.3.12.B   | Music  |
| VPA.1.3.12.B.2 | Analyze how the elements of music are manipulated in original or prepared musical scores.  |
| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. |
| VPA.1.3.12.B.4 | Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.                          |
| VPA.1.4.12     | All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.  |

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|----------------|--|
| VPA.1.4.12.A   | Aesthetic Responses  |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.   |
| VPA.1.4.12.A.2 | Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.   |
| VPA.1.4.12.B   | Critique Methodologies   |
| VPA.1.4.12.B.3 | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. |

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## **Integration of Career Readiness, Life Literacies and Key Skills**

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|----------------|--|
| 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.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| 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.CRP12 | Work productively in teams while using cultural global competence.                 |

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## **Technology / Integration of Computer Science and Design Thinking**

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### **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section**

see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

###### Unit Rationale

The purpose of this unit...

- Find, preview, and import iTunes songs and GarageBand projects using the Media Browser
- Duck backing tracks to make narration and dialogue easier to hear
- Show the podcast track
- Add and edit markers and marker regions
- Add artwork, URLs, URL titles, and chapter titles to markers
- Add episode artwork and episode information
- Edit marker region and episode artwork
- Send a podcast to iWeb
- Export a podcast episode

#### Meaning

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#### Essential Questions

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Essential Questions

- How can music technology and other forms of mass media be used as an affective form of mass communication?
- How can old compositions be improved upon through new ideas?
- How can the combined forms of media be used in real-world settings?

#### Enduring Understanding/Indicators of Understanding

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Enduring Understanding/Indicators of Understanding

- Different forms of mass media can be combined.
- The internet can be used as a showcase for mass media art.
- Existing forms of mass media can be rearranged to form new art.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- Music and projects can be found, previewed, and imported into the program
- A podcast, combining multiple forms of mass media, can be created and exported to the internet.
- A podcast can be a form of mass-communication.

### **Skills**

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#### Skills

Student will be skilled at ...

- Using the Media Browser
- Working with podcast tracks.
- Working with markers and marker regions.
- Working with artwork, URLs, URL titles, and chapter titles.
- Creating episodes
- Exporting podcasts.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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## Resources and Mentor Texts

- Getting Started in Garage Band 3.
- Online resources.
- MAC computers
- Recordings of podcasts.

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

Critical Thinking Essay: Class work

What are some some ways that podcasts can be used as commercial tools?

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Read, annotate, discuss and outline chapter .11
- Listen to examples of podcasts.
- Research a desired audience for a new podcast.
- Create a podcast to inform or persuade the target audience.

## **Modifications and/or Accommodations**

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## **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.