

Unit 03: Podcasting_The Power of the Voice

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

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

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.

Technology / Integration of Computer Science and Design Thinking

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.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

Section

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RI.9-10	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.9-10.2	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.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.9-10.4	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.9-10.5	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.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information

LA.SL.9-10.6

and to display information flexibly and dynamically.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

To continue preparing for the final project of the semester, a TED-style talk, students will isolate and develop the skills of effective planning (via writing), storytelling, and verbal communication skills. These three components, along with technological proficiencies, are at the heart of the podcasting medium.

Meaning

Essential Questions

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- What makes an effective podcast, and what types of stories or topics work well within this format?
- What do podcasts require of their “hosts” in terms of verbal communication skills, writing/editing, and use of technology?

- How do podcasters utilize a combination of found audio, interviews, narration, and natural sound in order to tell a story?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- There is an art and a science when it comes to podcasting: an impactful podcast has excellent writing, masterful delivery, and solid use of editing and technology (i.e. sound effects and music).
- The skills that a student learns by creating a podcast--writing/editing and tech skills-- are transferrable to other content areas and in college/workplace.
- The podcast format is versatile and adaptable; innovations of the form are always happening.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Podcasting/editing software: Audible, TwistedWave, uploading to iTunes
- Writing and editing process
- Natural sound, found audio, room noise, other terms (TBD)

Skills

Skills

Student will be skilled at ...

- Choosing an effective subject to cover, individually or as part of a group
- Conducting research for their podcast (if applicable)
- Planning and conducting interviews (if applicable)
- Editing sound files for brevity, focus, and to add effects such as background music
- Working effectively with others to communicate and execute a vision
- Evaluating the ways in which perceived youth and gender in one's voice impact audiences

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- NCTE/ReadWrite/Think How To Record Podcasts <http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/record-podcasts-30118.html>
- NPR Youth Radio <http://www.npr.org/series/4692815/youth-radio>
- This American Life on vocal fry <https://www.thisamericanlife.org/radio-archives/episode/545/if-you-dont-have-anything-nice-to-say-say-it-in-all-caps?act=2>
- Fresh Air on vocal fry <http://www.npr.org/2015/07/23/425608745/from-upspeak-to-vocal-fry-are-we-policing-young-womens-voices>
- Audacity Tutorial <https://www.youtube.com/watch?v=IC3VZkfdgV8>
- Another audacity tutorial <https://www.buzzsprout.com/learn/audacity-tutorial>
- This American Life “Magic Show” (originally aired in July 2017, this is one example that comes to mind of how a masterful storyteller can take something wholly visual-- a magic trick-- and make it into an audio story)

Formative Assessment Strategies

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- Storyboarding
- Discussion participation
- Conferences and check-ins

Learning Activities/Unit of Study

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- Listening to excerpts from podcasts
- Discussion of “vocal fry,” policing women’s voices, etc.

- Practice interviews with classmates
- Learning how to use software (Audible, iTunes, etc.) as well as any apps (Voice Memo Recorder) that might be useful
- Topic selection, background research, interview planning, editing and finalizing
- Excerpts of different podcasts, such as This American Life, Ear Hustle, Serial Season 1, Crimetown, RadioLab, Invisibilia, My Brother, My Brother, and Me, Judge John Hodgman, Welcome to Night Vale, Malcolm Gladwell's Revisionist History, and others TBD.

Modifications and/or Accommodations

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.