



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Radio Programming & Production

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved September 21, 2021*

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on September 20, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

Absent: Mr. Anthony Delia

The following resolution was offered by Mrs. Saha, seconded by Mr. Miller and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, I move to approve the following revised curriculum –

- | | | |
|------------------------------------|---|--------------|
| • Music Production Lab I | - | High School |
| • Music Production Lab II | - | High School |
| • Open Studio-Expanded Media | - | High School |
| • Photography I | - | High School |
| • Portfolio Studio Art | - | High School |
| • Radio Programming and Production | - | High School |
| • Stagecraft & Set Design | - | High School |
| • TV Production Practicum | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

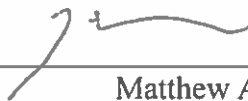
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on September 20, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 21st day of September 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norm Francis, principal

Ashley Bauers, department coordinator

Gregory Coward, teacher



Unit 1 Overview Template

Content Area: Career and Technical

Grade Level: 9-12 **Unit Title:** News Writing

Unit Summary: This unit will focus on how to research, write and record a radio news story with sound. We will discuss how to incorporate an actuality (sound clip) into the news script to tell a story to the radio audience. Students will record and critique a project as outlined in a specific rubric.

Primary Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: This unit will set a foundation for students to understand how to write and record a news story to air on the radio.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards:

1.2 Media Arts

LA.W.11-12 - [Strand] – Writing – Text Types and Purposes

9.2 Career Awareness, Exploration, Preparation and Training

9.4 Life Literacies and Key Skills

SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

1.2 Media Arts Anchor Standard 1: Generating and conceptualizing ideas.

1.2 Media Arts Anchor Standard 3: Refining and completing products.

1.2 Media Arts Anchor Standard 4: Selecting, analyzing and interpreting work.

1.2 Media Arts Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2 Media Arts Anchor Standard 7: Perceiving and analyzing products.

1.2 Media Arts Anchor Standard 9: Applying criteria to evaluate products.

1.2 Media Arts Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.2 Media Arts Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.



LA.W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; 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 with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

9.2.12.CAP - There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge and informed choices.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Cultivating online reputations for employers and academia requires separating private and professional digital identities. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.



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1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
LA.11-12.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. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?



- What are the names and functions of various TV control room equipment?
- How does each piece of equipment affect the overall broadcast production?
- How does a news writer design a news story?
- Why is the selection of an actuality (sound clip) so important to assist the news writer?
- How does a news writer work with other key members of a radio station?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- A radio station news writer must be well prepared and entertaining to hold the attention of the audience to deliver a news story.

Unit Learning Targets:

Students will....

- Be able to understand and identify specific terms in respect to news writing.
- Be able to properly prepare and execute a creative written and recorded news story for the radio.
- Be able to expand on the knowledge of the importance of this key role for the success of a radio station.



Evidence of Learning

Summative Assessment: 4 weeks

Students will define terms for news writing.

Students will expand their hands-on operation of the radio station's audio production equipment.

Students will prepare to select a topic to write about for a radio news story.

Students will write, produce and record a radio station news story as a rubric-based evaluated project.

Equipment Needed: Teacher laptop, student laptop, audio equipment (production board, iPods/portable music devices, Sony recording program, Garage band)

Teacher Resources: Notes, lecture, demonstration, operation of equipment, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation
- Students will be assessed through teacher's questions
- Students will be assessed on class work assignments
- Students will be assessed on specific rubric based projects
- Students will be assessed on written tests
- Students will be assessed on the operation of equipment at specific times in a studio broadcast



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Lesson Plans

Lesson	Time Frame
Lesson 1 - Preparation for news writing	10 days
Lesson 2 - How to write and record a radio station news story with the studio equipment?	10 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

<https://www.makeuseof.com/tag/download-guide-to-garageband/>

<https://www.thebalancecareers.com/how-to-write-a-news-script-for-tv-news-2315281>



Lesson Plan 1 Template

Content Area: Career & Technical **Lesson Title:** - Preparation for news writing

Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Work from the teacher generated notes to research the role of a new writer. - Understand how to generate a radio news story using current event sound files from Internet based resources.	Lesson Sequence - Students will work individually to select a topic to write about for a radio news story. - Students will write a first draft and then a revised story to record. - Students will incorporate their sound file as a “wrap-around” in their news story.	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all key roles and personnel of a radio station by using Internet sites, videos and study guides as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated Notes		



Lesson Plan 2 Template

Content Area: Career and Technical **Lesson Title:** Recording a news story
Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue to identify and explain the operation of the radio studio audio production board. - Understand the importance of all of the preparation materials used for a radio news story with the radio studio's equipment. - Listen to and critique all news projects for feedback before producing a final project.	Lesson Sequence - Students will work individually or with a partner using various audio equipment (audio board/mixer, microphones, musical sources) for the production of a radio commercial. - Students will revise any news scripts with teacher assistance and will listen to and critique all practice projects, which provides feedback before producing a more detailed final project.	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all features of the equipment and the role of the audio board operator using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated Notes		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area:	Career and Technical	Grade Level:	9-12	Unit Title:	News writing
Created:	Gregory Coward	Board Approved on:	Type Here		



Unit 2 Overview Template

Content Area: Career and Technical

Grade Level: 9-12 **Unit Title:** Commercial Copywriting

Unit Summary: This unit will focus on how to research, write and record a radio commercial for a specific target audience. We will discuss how to incorporate advertising techniques to construct creative commercial copy, in addition to using audio elements (music and sound effects). Students will record and critique a project as outlined in a specific rubric.

Primary Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: This unit will set a foundation for students to understand how to perform the role of a radio station commercial copywriter, production director and voiceover artist.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards:

1.2 Media Arts

LA.W.11-12 - [Strand] – Writing – Text Types and Purposes

9.2 Career Awareness, Exploration, Preparation and Training

9.4 Life Literacies and Key Skills

SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

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SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

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1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
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9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
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SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
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SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?



- How does a copywriter design radio commercials?
- Why are the selection of music and sound effects used in the recording of the commercial so important?
- How does a copywriter work with other key members of a radio station?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- A radio station commercial copywriter must be well prepared and entertaining to hold the attention of the audience to help sell the sponsor's product.
- With practice a successful commercial copywriter will help produce extremely creative commercials for sponsorships at a radio station.

Unit Learning Targets:

Students will....

- Be able to understand and identify specific terms in respect to copywriting.
- Be able to properly prepare and execute a creative written and recorded commercial for the radio.
- Be able to expand on the knowledge of the importance of this key role for the success of a radio station in respect to generating revenue.



Evidence of Learning

Summative Assessment: 4 weeks

Students will define terms for copywriting.

Students will expand their hands-on operation of the radio station's audio production equipment.

Students will prepare to select a topic to write about for a radio commercial.

Students will write, produce and record a radio station commercial as a rubric-based evaluated project.

Equipment Needed: Teacher laptop, student laptop, audio equipment (production board, iPods/portable music devices, Sony recording program, Garage band)

Teacher Resources: Notes, lecture, demonstration, operation of equipment, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation
- Students will be assessed through teacher's questions
- Students will be assessed on class work assignments
- Students will be assessed on specific rubric based projects
- Students will be assessed on written tests
- Students will be assessed on the operation of equipment at specific times in a studio broadcast



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Lesson Plans

Lesson	Time Frame
Lesson 1 - Preparation for copywriting	5 days
Lesson 2 - How to record a radio station commercial with the studio equipment?	10 days
Lesson 3 - Recording a radio commercial project	10 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

<https://www.makeuseof.com/tag/download-guide-to-garageband/>

<https://radio.co/blog/5-easy-steps-to-writing-a-good-radio-ad>



Lesson Plan 1 Template

Content Area: Career & Technical **Lesson Title:** - Preparation for copywriting

Time Frame: 5 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work from the teacher generated notes to research the role of a copywriter. • Understand how to generate a radio commercial script from a yellow page advertisement or Internet based resource.	Lesson Sequence • Students will work individually or with a partner researching topics to select a product to radio about for a radio commercial. • Students will begin to brainstorm the appropriate target audience for their commercial.	• Students will be assessed based on their class participation in the class discussions • Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all key roles and personnel of a radio station by using internet sites, videos and study guides as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: • Study Guide Vocabulary Handout • Teacher Generated notes		



Lesson Plan 2 Template

Content Area: Career and Technical **Lesson Title:** How to record a radio station commercial with the studio equipment?
Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue to identify and explain the operation of the radio studio audio production board. - Understand the importance of all of the preparation materials used for a radio commercial with the radio studio's equipment. - Listen to and critique all practice projects as a large group for feedback before producing a more detailed project.	Lesson Sequence - Students will work individually or with a partner, using various audio equipment (audio board/mixer, microphones, musical sources), for the production of a radio commercial. - Students will revise any commercial scripts with teacher assistance and will listen to and critique all practice projects, which provides feedback before producing a more detailed final project.	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all features of the equipment and the role of the audio board operator using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated Notes		



Lesson Plan 3 Template

Content Area: Career and Technical

Lesson Title: Recording a radio commercial project

Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the proper sequence and elements needed to be successful for this project as outlined in the distributed teacher generated rubric. - Record a radio commercial project. - Listen to and critique all projects as a large group for feedback and to determine the measurable growth displayed with this current project and the practice project.	Lesson Sequence - Students will have the choice to work individually or with a partner assisting with the operation of the audio board when recording the radio commercial. - Students will record the radio project with the specific elements as previously discussed (creative copywriting skills, music and sound effects).	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work - Students will execute a rubric-based project on how to record a radio commercial.
Differentiation: Teacher will introduce all features of the audio equipment and the role of on-air talent/personalities using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area:	Career and Technical	Grade Level:	9-12	Unit Title:	Commercial copywriting
Created:	Gregory Coward	Board Approved on:	Type Here		



Unit 3 Overview Template

Content Area: Career and Technical **Grade Level:** 9-12 **Unit Title:** Announcing for music formats as a Disc Jockey (D.J.)

Unit Summary: This unit will focus on how to properly announce on the radio as a disc jockey. We will discuss how to talk about the music and perform a segue from one song to another, in addition to learning how to voiceover (talk over) music and talk up to the intro (hit the post) of a song. Students will also read scripts such as professional radio commercials, school promos and public service announcements. Students will record and critique a project as outlined in a specific rubric.

Primary Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: This unit will set a foundation for students to understand how to perform the role of a disc jockey (music on-air personality) at a radio station.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards:

1.2 Media Arts

LA.W.11-12 - [Strand] – Writing – Text Types and Purposes

9.2 Career Awareness, Exploration, Preparation and Training

9.4 Life Literacies and Key Skills

SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

1.2 Media Arts Anchor Standard 1: Generating and conceptualizing ideas.

1.2 Media Arts Anchor Standard 3: Refining and completing products.

1.2 Media Arts Anchor Standard 4: Selecting, analyzing and interpreting work.

1.2 Media Arts Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2 Media Arts Anchor Standard 7: Perceiving and analyzing products.

1.2 Media Arts Anchor Standard 9: Applying criteria to evaluate products.

1.2 Media Arts Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.2 Media Arts Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.



LA.W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; 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 with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

9.2.12.CAP - These are the strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge and informed choices.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Cultivating online reputations for employers and academia requires separating private and professional digital identities. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.



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1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
LA.11-12.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. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges



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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?



- What are the names and functions of the digital camera?
- How will proper camera operation affect the overall final product?
- What are the names and functions of all components of the editing software?
- How will proper editing skills affect the overall final product?
- How does a disc jockey prepare for the radio shift?
- Why is it so important to be knowledgeable about the music the radio station is playing?
- How does a disk jockey talk up to the introduction of a song?

Unit Enduring Understandings:

- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- A Disc Jockey must be well-prepared and entertaining to hold the attention of the audience and keep them listening each day.
- With practice a DJ will sound conversational and speak at ease when talking on the radio.

Unit Learning Targets:

Students will....

- Be able to understand and identify specific terms in respect to the Disc Jockey and performing a radio air shift.
- Be able to properly prepare and execute a DJ break shift on the radio.
- Be able to expand on the operation of production room equipment to perform a DJ music show.



Evidence of Learning

Summative Assessment: 6 weeks

Students will define terms for a radio station disc jockey.

Students will expand their hands-on operation of the radio station's on-air studio equipment.

Students will prepare for a radio DJ music air shift.

Students will produce and record a DJ break for a music format as a rubric-based evaluated project.

Equipment Needed: Teacher laptop, student laptop, audio equipment (production board, iPods/portable music devices, Sony recording program, Garage band)

Teacher Resources: Notes, lecture, demonstration, operation of equipment, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation
- Students will be assessed through teacher's questions
- Students will be assessed on class work assignments
- Students will be assessed on specific rubric based projects
- Students will be assessed on written tests
- Students will be assessed on the operation of equipment at specific times in a studio broadcast



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Lesson Plans

Lesson	Time Frame
Lesson 1 - Preparation for being a Disc Jockey	10 days
Lesson 2 - How to record a practice DJ session with the studio equipment?	10 days
Lesson 3 - Recording a DJ Break Project	10 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

<https://careertrend.com/how-2133126-radio-dj-aircheck-tape.html>



Lesson Plan 1 Template

Content Area: Career & Technical **Lesson Title:** - Preparation for being a Disc Jockey

Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research music and prep material to begin to record a practice DJ shift. - Understand the difference between announcing and speaking in a conversational voice by reading different pieces of material on-air.	Lesson Sequence - Students will work individually researching music to play and talk about and write short scripts with information about their musical selections. - Students will work in small groups assisting each other with the audio board as everyone learns from each reinforcing the operation of the studio equipment.	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all key roles and personnel of a radio station by using Internet sites, videos and study guides as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



Lesson Plan 2 Template

Content Area: Career and Technical **Lesson Title:** How to record a practice DJ session with the studio equipment?
Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Continue to identify and explain the operation of the radio studio audio production board. - Understand the importance of all of the preparation materials used for a DJ's on-air shift by recording a practice project with the radio studio's equipment. - Listen to and critique all practice projects as a large group for feedback before producing a more detailed project.	Lesson Sequence - Students will work in small groups using various audio equipment components; (audio board/mixer, microphones, musical sources) for the practice studio production. - Students will listen to and critique all practice projects as a large group for feedback before producing a more detailed project	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work
Differentiation: Teacher will introduce all features of the equipment and the role of the audio board operator using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



Lesson Plan 3 Template

Content Area: Career and Technical **Lesson Title:** Recording a DJ Break Project
Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, view instructional DVD, and practice the operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the proper sequence and elements needed to be successful for this project as outlined in the distributed teacher generated rubric. - Record a DJ Break project that expands on the practice project. - Listen to and critique all projects as a large group for feedback and to determine the measurable growth displayed with this current project and the practice project.	Lesson Sequence - Students will have the choice to work individually or have one student assist with the operation of the audio board when recording a DJ break project. - Students will record the DJ break project with the specific radio elements as previously discussed and will need to hit the post (talk up to the intro of a song) to be proficient with this assignment.	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work - Students will execute a rubric-based project on how to perform on-air as a radio D.J.
Differentiation: Teacher will introduce all features of the audio equipment and the role of on-air talent/personalities using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area:	Career and Technical	Grade Level:	9-12	Unit Title:	Announcing for music formats as a disc jockey (D.J.)
Created:	Gregory Coward	Board Approved on:	Type Here		



Unit 4 Overview Template

Content Area: Career and Technical **Grade Level:** 9-12 **Unit Title:** Operation of the radio station equipment and the roles of the radio station's programming personnel.

Unit Summary: This unit looks at the names and parts of the equipment in the radio station's on-air studio and the roles of the radio station's personnel. We will discuss how each specific piece of equipment functions and how to operate the equipment for a specific radio broadcast or element within a broadcast (such as a disc jockey/radio personality, talk show host, commercial writer and news writer) . This will allow students the opportunity to develop the necessary skills in determining how to implement each piece of equipment and the roles of the programming personnel in future lessons and projects.

Primary Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: This unit will set a foundation as an overview of the operation for all of the on-air studio and production equipment.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards:

1.2 Media Arts

LA.W.11-12 - [Strand] – Writing – Text Types and Purposes

2 Career Awareness, Exploration, Preparation and Training

9.4 Life Literacies and Key Skills

SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

1.2 Media Arts Anchor Standard 1: Generating and conceptualizing ideas.

1.2 Media Arts Anchor Standard 3: Refining and completing products.

1.2 Media Arts Anchor Standard 4: Selecting, analyzing and interpreting work.

1.2 Media Arts Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.2 Media Arts Anchor Standard 7: Perceiving and analyzing products.

1.2 Media Arts Anchor Standard 9: Applying criteria to evaluate products.

1.2 Media Arts Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.



1.2 Media Arts Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

LA.W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; 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 with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

9.2.12.CAP - These are the strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge and informed choices.

9.4 Life Literacies and Key Skills - Creativity and Innovation

9.4 Life Literacies and Key Skills - Critical Thinking and Problem-solving

9.4 Life Literacies and Key Skills - Digital Citizenship

SEL.PK-12.1 - Self-Awareness SEL.PK-12.3 - Social Awareness

SEL.PK.12.4 - Responsible Decision-Making SEL.PK-12.5 – Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.2.12adv.Cr1b	Fluently integrate a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements and career aspirations.rate a sophisticated personal aesthetic for media arts productions.
1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media artworks and production processes and considering complex goals and factors.
1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
LA.11-12.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. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.



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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.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds



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SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
- How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
- How are complex media arts experiences constructed? At what point is a work considered “complete”?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
- How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
- How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
- What are the names and functions of various TV control room equipment?
- How does each piece of equipment affect the overall broadcast production?
- How do specific broadcasting elements relate to the operation of a radio station's broadcast day?
- What are the names and functions of various recording and programming equipment?
- How does each piece of equipment affect the overall broadcast production?

Unit Enduring Understandings:



- Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.
- Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
- The forming, integration and refinement of aesthetic components, principles and processes create purpose, meaning and artistic quality in media artworks.
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural, and political contexts.
- An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.
- Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.
- Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.
- Understanding connections to varied contexts and daily life enhances a media artist's work.
- The on-air studio and production equipment is a major aspect in a broadcast production
- The operation of the equipment in a radio station's on-air studio and production room is a popular career choice in respect to radio production.

Unit Learning Targets:

Students will....

- Be able to understand and identify radio station personnel
- Be able to identify and explain the difference pieces of equipment in the radio station's on-air studio
- Be able to explain how each piece of production room equipment affects the overall broadcast production



Evidence of Learning

Summative Assessment: 8 weeks

Students will define terms for radio station's personnel and the daily operation of a radio station.

Students will define terms for radio station's on-air studio equipment.

Students will complete a rotation of all of the equipment.

Students will execute a hands-on operation exam for all equipment.

Equipment Needed: Teacher laptop, student laptop, audio equipment (production board, iPods/portable music devices, Sony recording program, Garage band)

Teacher Resources: Notes, lecture, demonstration, operation of equipment, internet access, instructional DVD

Formative Assessments:

- Students will be assessed on class participation
- Students will be assessed through teacher's questions
- Students will be assessed on class work assignments
- Students will be assessed on specific rubric based projects
- Students will be assessed on written tests
- Students will be assessed on the operation of equipment at specific times in a studio broadcast



Lesson Plans

Lesson	Time Frame
Lesson 1 - The organizational map of a radio station – (Personnel, On-air and off-air elements)	20 days
Lesson 2 - Operation of On-air studio equipment (Production Board)– Role of the Board Operator	20 days
Lesson 3 - The roles of various on-air talent (D.J., talk show host, news)	10 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: https://www.practical-music-production.com/mixing-board/	



Lesson Plan 1 Template

Content Area: Career & Technical **Lesson Title:** - The organizational map of a radio station – (personnel, on-air and off-air elements)
Time Frame: 20 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain radio station personnel and various elements that describe the overall operation of the station. - Understand the importance of all radio terminology in respect to how they relate to the operation of a radio station's broadcast day.	Lesson Sequence - Students will work in small groups to discuss the responsibilities for the radio station personnel - Teacher will distribute a study-guide with specific terms for learning the key vocabulary of radio station personnel and the operation of a radio station. Teacher will also demonstrate using online videos	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work - Students will execute a written test at the conclusion of the lesson
Differentiation: Teacher will introduce all key roles and personnel of a radio station by using internet sites, videos and study guides as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



Lesson Plan 2 Template

Content Area: Career and Technical **Lesson Title:** Operation of On-air studio equipment (Production Board)–
 Role of the Board Operator **Time Frame** 20 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the operation of the radio studio audio production board. - Understand the importance of all radio terminology in respect to audio production and specific broadcasting elements and how they relate to the operation of a radio station's broadcast day. - Compare and contrast the various responsibilities of a radio station production board operator.	Lesson Sequence - Students will work in small groups to discuss the reasons for using various audio equipment (audio board/mixer, microphones, musical sources) in a studio production. - Teacher will distribute a study-guide with specific terms for learning the operation of the audio equipment, including the audio board/mixer, various types of microphones and musical sources. - Teacher will demonstrate the operation of the audio equipment in small groups	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work - Students will execute a written test at the conclusion of the lesson
Differentiation: Teacher will introduce all features of the equipment and the role of the audio board operator using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated Notes		



Lesson Plan 3 Template

Content Area: Career and Technical **Lesson Title:** The roles of various on-air talent (D.J., talk show host, news)
Time Frame: 10 Days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Career Education, Technology Education, Fine and Performing Arts, English

Integration of Technology: Students will use their laptops to perform various activities, instructional DVD, operation of radio studio equipment

Equipment Needed: Laptops with internet access, production equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain how to speak on the microphone for various on-air roles. - Understand the importance of all radio terminology in respect to performing as a radio disc jockey (D.J.) - Compare and contrast the various types of on-air talent/personality (D.J. talk show host, news) and audio personnel.	Lesson Sequence - Students will work in small groups to using various audio equipment (audio board/mixer, microphones, musical sources) to record a practice on-air studio production - Teacher will distribute a study-guide with specific terms for learning how to perform the various roles of on-air personalities	- Students will be assessed based on their class participation in the class discussions - Students will be assessed based on the completed class work - Students will execute a written test at the conclusion of the lesson
Differentiation: Teacher will introduce all features of the audio equipment and the role of on-air talent/personalities using study guides and the equipment as demonstration. Students will pair and share information. Students may use their laptops for additional research/assistance.		
Resources Provided: - Study Guide Vocabulary Handout - Teacher Generated notes		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area:	Career and Technical	Grade Level:	9-12	Unit Title:	Operation of the radio station equipment and the roles of the radio station's programming personnel.
Created:	Gregory Coward	Board Approved on:	Type Here		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension