



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Speech and Broadcasting

Grade Level: 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor for English Language Arts and Gifted and Talented

The Board acknowledges the following who contributed to the preparation of this curriculum.

Jeffrey Romano

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Subject/Course Title:
Speech and Broadcasting
Grade(s) **9-12**

Date of Board Adoption:
September 19, 2023
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Speech and Broadcasting

PACING GUIDE

Unit	Title	Pacing
1	Unit 1: The Basics: Photography, Videography, and Audio	5 weeks
2	Unit 2: Production: Shooting and Recording	9 weeks
3	Unit 3: Pre-Production: Story Development, Pitching, Screenwriting, Storyboarding & Production Planning	9 weeks
4	Unit 4: Post-Production: Editing and Distribution, Screening & Critiquing	13 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher Lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments.

- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Language Arts: Speech and Broadcasting

Unit 1 Title: The Basics: Photography, Videography, and Audio

Target Course/Grade Level: Levels I-IV: Grades 9-12

Unit Summary: In this unit, students will learn the basics of video and audio production. Students will use these developing skills and be responsible for production of the morning news broadcast (KUDOS) each day. Through self-motivation, creativity, and diligence, students will take initiative to move forward in their skill level. As the students' levels and skills advance, so will the expectation for productivity.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections and Standards:

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.1: Explain the differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Unit Understandings:

Students will understand that...

- Effective communication is when intended information is received and understood by a target audience with a desired result.
- Teamwork is an essential component to broadcast production.
- There are many and varied components to broadcast production.
- Time management, preparation, and organization are keys to success.

Unit Essential Questions:

- What is effective communication?
- Who is the audience?
- What is the most effective communication strategy for the message and audience?
- What programs/formats will most effectively communicate the message?

Knowledge and Skills:

Students will know...

- How to: produce commercials, features, public service announcements, videos, etc.
- Meet deadlines
- Work independently and collaboratively with peers, staff, administration, and the community.
- Produce a morning news show daily.
- Conduct him/herself in a responsible and professional manner as a representative both in and out of the classroom.

Students will be able to...

- Produce and air the daily morning news broadcast

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT ASSESSMENT: Evaluation of news broadcast.
- Class participation
- Instructor/peer/self-evaluation
- Storyboard
- Call sheet
- Jobs sheet
- Discussion/review

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Working individually and in groups
- Participating in all activities in and out of the classroom
- Listening to, offering, and evaluating ideas
- Viewing, listening to, and evaluating various medium

<i>RESOURCES</i>

Teacher Resources:

- Lesson plans
- Internet
- Content creators on YouTube
- The Rahway High School and District community

Equipment Needed:

- Computers/Internet
- Video and Audio editing programs/software
- Cameras/lights/microphones/ Audio recorders
- Video streaming equipment
- Audio/video equipment for streaming

UNIT OVERVIEW

Content Area: Language Arts: Speech and Broadcasting

Unit 2 Title: Production: Shooting and Recording

Target Course/Grade Level: Levels I-IV: Grades 9-12

Unit Summary: In this unit, students will produce short pieces to air on Kudos. Students will begin to truly understand all aspects of production and the work that goes into the final product. Students must produce a 60-second commercial relevant to the school community (club, event, sports team). Through self-motivation, industriousness, and diligence, students will take initiative to move forward in their skill level. As the students' levels and skills advance so does the expectation for productivity. Every organization, club, activity, event, and endeavor in RHS, the district and community during and outside class time will be supported.

Approximate Length of Unit: 9 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.1: Explain the differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Unit Understandings:

Students will understand that...

- Effective communication is when intended information is received and understood by a target audience with a desired result.
- Teamwork is an essential component to broadcast production.
- There are many and varied components to broadcast production.
- Time management, preparation, and organization are keys to success.

Unit Essential Questions:

- What is effective communication?
- Who is the audience?
- What is the most effective communication strategy for the message and audience?
- What programs/formats will most effectively communicate the message?

Knowledge and Skills:

Students will know...

- How to: produce commercials, features, public service announcements, videos, etc.
- Meet deadlines.
- Work independently and collaboratively with peers, staff, administration, and the community.
- Produce a morning news show daily.
- Conduct him/herself in a responsible and professional manner as a representative both in and out of the classroom.

Students will be able to...

- Produce and air the daily morning news broadcast
- Set up audio and video equipment effectively and record for later editing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT ASSESSMENT: Evaluation of news broadcast.
- Class participation
- Instructor/peer/self-evaluation
- Storyboard
- Call sheet
- Jobs sheet
- Discussion/review

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Working individually and in groups
- Participating in all activities in and out of the classroom
- Listening to, offering, and evaluating ideas
- Viewing, listening to, and evaluating various medium

<i>RESOURCES</i>

Teacher Resources:

- Lesson plans
- Internet
- Content creators on YouTube
- The Rahway High School and District community

Equipment Needed:

- Computers/Internet
- Video and Audio editing programs/software
- Cameras/lights/microphones/ Audio recorders
- Video streaming equipment
- Audio/video equipment for streaming

UNIT OVERVIEW

Content Area: Language Arts: Speech and Broadcasting

Unit 3 Title: Pre-Production: Story Development, Pitching, Screenwriting, Storyboarding & Production Planning

Target Course/Grade Level: Levels I-IV: Grades 9-12

Unit Summary: In this unit, students will continue to produce short pieces to air on Kudos. Students will begin to truly understand and master all aspects of production and the work that goes into the final product, with a specific focus on planning, scripting and pitching story ideas. Students will produce a longer feature detailing or showcasing some aspect of the school community and must produce a total of 5 minutes of material for this unit. As the students' levels and skills advance so does the expectation for productivity.

Approximate Length of Unit: 9 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections and Standards:

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.1: Explain the differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Unit Understandings:

Students will understand that...

- effective communication is when intended information is received and understood by a target audience with a desired result
- teamwork is an essential component to broadcast production
- there are many and varied components to broadcast production
- time management, preparation, and organization are keys to success

Unit Essential Questions:

- What is effective communication?
- Who is the audience?
- What is the most effective communication strategy for the message and audience?
- What programs/formats will most effectively communicate the message?

Knowledge and Skills:

Students will know...

- How to: produce commercials, features, public service announcements, videos, etc. meet deadlines
- work independently and collaboratively with peers, staff, administration, and the community
- produce a morning news show daily
- conduct him/herself in a responsible and professional manner as a representative both in and out of the classroom

Students will be able to...

- Produce and air the daily morning news broadcast
- Complete a project from planning through to shooting and recording.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- END OF UNIT ASSESSMENT: Evaluation of news broadcast.
- Class participation
- Instructor/peer/self-evaluation
- Storyboard
- Call sheet
- Jobs sheet
- Discussion/review

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Working individually and in groups
- Participating in all activities in and out of the classroom
- Listening to, offering, and evaluating ideas
- Viewing, listening to, and evaluating various medium

<i>RESOURCES</i>

Teacher Resources:

- Lesson plans
- Internet
- Content creators on YouTube
- The Rahway High School and District community

Equipment Needed:

- Computers/Internet
- Video and Audio editing programs/software
- Cameras/lights/microphones/ Audio recorders
- Video streaming equipment
- Audio/video equipment for streaming

UNIT OVERVIEW

Content Area: Language Arts: Speech and Broadcasting

Unit 4 Title: Post-Production: Editing and Distribution, Screening & Critiquing

Target Course/Grade Level: Levels I-IV: Grades 9-12

Unit Summary: In this unit, students will produce short pieces to air on Kudos. Students will have a complete understanding of all aspects of production and the work that goes into the final product. Students must produce a five to ten minute production of their choice, with instructor approval. The focus of this unit will be to edit and finalize their pieces for showing on KUDOS as features.

Approximate Length of Unit: 13 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections and Standards:

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.1: Explain the differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Unit Understandings:

Students will understand that...

- effective communication is when intended information is received and understood by a target audience with a desired result
- teamwork is an essential component to broadcast production
- there are many and varied components to broadcast production
- time management, preparation, and organization are keys to success

Unit Essential Questions:

- What is effective communication?
- Who is the audience?
- What is the most effective communication strategy for the message and audience?
- What programs/formats will most effectively communicate the message?

Knowledge and Skills:

Students will know...

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