

Course of Study English Language Arts - September 2021

ELA Elective - PODcast

Grade 8 - .50 credit

One Semester

Students research and create a variety of broadcasts and presentations on student and teacher-selected topics to effectively convey information and persuade or entertain audiences.

Committee Member: Dawn Weaver

Strand: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

<p>Learning Standards: W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</p>	<p>How Taught? Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Students closely read select passages from documents to analyze text structure and meaning • Teacher provides direct instruction, gives feedback, and models critical thinking • Students conduct research regarding a student/teacher-selected topic of argument • Small group and class discussions, including Socratic seminar • Cooperative learning groups • Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge
<p>Materials: Various works, such as but not limited to the following:</p> <p><i>Speech Class for Teens</i> <i>Podcasting</i> INFOhio Points of View Reference Center ProCon.org Purdue OWL Google <i>Newsela</i></p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> • Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) • Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) • Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, podcasts) <p>How Re-Taught? Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • descriptive feedback on original task/assessment • student examples of expectations • modeling • student self-assessment • new tasks assigned by teacher • presenting the information again in a different way • review sessions

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	<ul style="list-style-type: none"> ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concepts into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways
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Strand: WRITING

<p>Learning Standard: Strand: W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Teacher provides direct instruction, gives feedback, and models critical thinking ● Students conduct research regarding a student/teacher-selected topic of argument ● Students closely read select passages to analyze text structure, development, and consequent meanings ● Cooperative learning groups ● Students to define, use, and connect to content area and topic-based vocabulary ● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge
<p>Materials: Various works, such as but not limited to the following:</p> <p><i>Speech Class for Teens</i> <i>Podcasting</i> INFOhio Points of View Reference Center ProCon.org Purdue OWL Google</p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, podcasts) <p>How Re-Taught?</p>

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	<p>Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> ● descriptive feedback on original task/assessment ● student examples of expectations ● modeling ● student self-assessment ● new tasks assigned by teacher ● presenting the information again in a different way ● review sessions ● graphic organizers ● small-group instruction ● practice activities ● computer tutorials / programs ● picture associations ● peer tutoring ● breaking down concepts into smaller components ● games and hands-on activities ● parent involvement ● cooperative learning ● Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways
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Strand: SPEAKING AND LISTENING

<p>Learning Standard:</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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<p>Materials: <i>Speech Class for Teens</i> <i>Podcasting</i> INFOhio Points of View Reference Center ProCon.org Google <i>Ignite Your Spark</i> video Age-appropriate TED Talks and other examples of public speaking videos Podcasting resources introduced but not required, such as: AudioStudio, Audacity, GarageBand, Skype for interviews, AudioJungle, Pond5, ID3Editor, Google Play, Itunes, Spotify Various podcasts and “how-to” videos, including but not limited to: Episode Zero: How to Craft the Perfect Podcast Introduction - Nathan Fraser YouTube Videos: How to Interview, Introductions, 6 Mistakes to Avoid, Psychological Persuasive Tips, Master Storytelling, Podcast or YouTube?</p>	<p>How Assessed? Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics) ● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes) ● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, podcasts)
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