

*Course of Study:*  
**English Language Arts**  
*PODcast*



## Course of Study English Language Arts

### 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, **Joanne DeShetler (January 2023)**

#### Strand: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

<p><b>Learning Standards:</b> 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><b>How Taught?</b> <b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• Students closely read select passages from documents to analyze text structure and meaning</li><li>• Teacher provides direct instruction, gives feedback, and models critical thinking</li><li>• Students conduct research regarding a student/teacher-selected topic of argument</li><li>• Small group and class discussions, including Socratic seminar</li><li>• Cooperative learning groups</li><li>• Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge</li></ul>
<p><b>Materials:</b> <i>Speech Class for Teens</i> <i>Podcasting</i></p> <p>Various <b>resources for student-selected research:</b></p> <p>INFOhio Points of View Reference Center ProCon.org Purdue OWL Google <i>Newsela</i></p> <p><b>Article “What Is a Podcast?” from International Podcast Day</b></p> <p><b>YouTube Ted Ed Videos:</b></p> <ul style="list-style-type: none"><li>• <b>The benefits of a good night's sleep - Shai M...</b></li><li>• <b>The benefits of daydreaming - Elizabeth Cox</b></li><li>• <b>Why you procrastinate even when it feels bad</b></li><li>• <b>The science of stage fright (and how to overc...</b></li></ul>	<p><b>How Assessed?</b> <b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics)</li><li>• 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)</li><li>• Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, podcasts)</li></ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• descriptive feedback on original task/assessment</li><li>• student examples of expectations</li><li>• modeling</li><li>• student self-assessment</li><li>• new tasks assigned by teacher</li><li>• presenting the information again in a different way</li><li>• review sessions</li></ul>

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

<p><b>Learning Standard:</b>  <b>Strand:</b> 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><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>● Teacher provides direct instruction, gives feedback, and models critical thinking</li> <li>● Students conduct research regarding a student/teacher-selected topic of argument</li> <li>● Students closely read select passages to analyze text structure, development, and consequent meanings</li> <li>● Cooperative learning groups</li> <li>● Students to define, use, and connect to content area and topic-based vocabulary</li> <li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge</li> </ul>
<p><b>Materials:</b></p> <p><i>Speech Class for Teens</i>  <i>Podcasting</i></p> <p>Various <b>sources for student-selected research:</b></p> <p>INFOhio          Points of View Reference Center          ProCon.org          Purdue OWL          Google</p>	<p><b>How Assessed?</b></p> <p><b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (anticipation guides, persuasive speeches, Socratic seminar, questioning, diagnostics)</li> <li>● 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)</li> <li>● Summative Assessments (formal speech writing, using rubrics; tests/exams, project, evaluation, speeches, podcasts)</li> </ul> <p><b>How Re-Taught?</b></p>

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	<p><b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● descriptive feedback on original task/assessment</li><li>● student examples of expectations</li><li>● modeling</li><li>● student self-assessment</li><li>● new tasks assigned by teacher</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● computer tutorials / programs</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concepts into smaller components</li><li>● games and hands-on activities</li><li>● parent involvement</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage the material in new and different ways</li></ul>
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### Strand: SPEAKING AND LISTENING

<p><b>Learning Standard:</b></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><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ol style="list-style-type: none"><li>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.</li><li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li><li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ol>
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**Materials:**

*Speech Class for Teens*  
*Podcasting*

**Various sources for individual research:**

INFOhio  
Points of View Reference Center  
ProCon.org  
Google  
**Create Your Avatar**

Podcasting resources, such as:

AudioStudio, Audacity, GarageBand, Skype for interviews, AudioJungle, Pond5, ID3Editor, Google Play, iTunes, Spotify

YouTube Videos:

*Ignite Your Spark* video  
Episode Zero: How to Craft the Perfect Podcast  
Introduction - Nathan Fraser  
How to Interview  
Introductions  
6 Mistakes to Avoid  
Psychological Persuasive Tips  
Master Storytelling  
Podcast or YouTube?  
**How to Create a Podcast Intro Your Listeners Will Love”**  
**“Podcast Intro Examples” Volume 1**  
**“& Best Places to Get Free Music for Your Podcast [2022]**  
Age-appropriate TED Talks and other examples of public speaking videos

Various podcasts including:

**“Ben and Jerry’s Podcast(NPR) - first three minutes**  
**“A Little Happier”: Michael Jordan Had a ‘Love of the Game’ Clause” Podcast (Gretchen Rubin)**  
**“Squirrel Cop” Podcast (This American Life)**  
**“For the Birds” Podcast (Laura Erickson)**  
**“How to Tell a Great Story” (NPR The Students’ Podcast)**  
**“The Sounds Around Us” by Troy Logan**  
<https://soundcloud.com/45mph/the-sounds-around-us-ep001>

Students choose their own podcasts to evaluate. They may choose off this list if they wish:

**Climate Change Podcasts:**

<https://www.npr.org/2019/05/26/727190912/for-npr-student-podcast-challenge-many-students-tackle-climate-change>

<https://www.greenschoolsalliance.org/blogs/16/606>

<https://player.fm/featured/environment>

**How Assessed?**

**Assessments may include:**

- 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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Gaming Podcasts:

[https://www.huffpost.com/entry/10-video-game-podcasts-you-need-to-listen-to\\_b\\_5942f3a5e4b0d188d027fce5](https://www.huffpost.com/entry/10-video-game-podcasts-you-need-to-listen-to_b_5942f3a5e4b0d188d027fce5)

Podcasts Good for Teens:

<https://www.common sense media.org/blog/10-must-listen-podcasts-for-tweens-and-teens>

[Bethany Hamilton on Being "Unstoppable"](#)

[Riley Jensen: Sports Psychologist on Mindset and](#)

[How We Talk to Ourselves](#)

[Naomi Riley: Stop Banning Seesaws and Start](#)

[Banning SnapChat](#)

[Dr. Meg Meeker: Anxiety and You](#)

[Morgan Scalley: Here's What the Coach Wants](#)

[You to Know](#)

[Jodi Hildebrant: The Stories We Tell Ourselves and](#)

[Getting to the Truth](#)

[Friday the 13th and Gratitude](#)

[Our Amazing Bodies and Our Inherent Ability to](#)

[Resent Them \(Part 1 & 2\)](#)

[Andrew Taylor and Wilderness Therapy and How to](#)

[Avoid It](#)

[Courage](#)

[Where Joy Hides](#)

[The Five Senses](#)

[Success](#)

[Big Data Revolution](#)

[Maslow's Human Needs](#)

[The Money Paradox](#)

[Screen Time Part 1](#)

[Screen Time Part 2](#) (this one is better than Part 1 if you had to choose just one episode)

[Don't Fear Math](#)

[Setbacks](#)

[How we need to remake the internet](#)

[Do schools kill creativity?](#)

[Where do your online returns go?](#)

[Is the world getting better or worse? A look at the numbers.](#)

[Why We Choke Under Pressure -- and how to avoid it.](#)

[How we could teach our bodies to heal faster.](#)

[The brain-changing benefits of exercise](#)

[The brain benefits of deep sleep and how to get more of it](#)

[Your elusive creative genius - Elizabeth Gilbert](#)

[The secrets of spider venom](#)

[How to deliver an authentic apology](#)

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<p><a href="#"><u>Why you should define your fears instead of your goals - Tim Ferriss</u></a> <a href="#"><u>Change your story, change your life - Lori Gottlieb</u></a> <a href="#"><u>Why noise is bad for your health -- and what to do about it</u></a> <a href="#"><u>What your breath could reveal about your health</u></a> <a href="#"><u>A Son Always Remembers His Father</u></a> <a href="#"><u>In the Neighborhood</u></a> <a href="#"><u>Little Kids, Big Problems</u></a> <a href="#"><u>Tubby Rules</u></a> <a href="#"><u>Keepers of the Temple</u></a> <a href="#"><u>Karen Armstrong: Steps to a Compassionate Life (Part 2)</u></a> <a href="#"><u>Daniel H. Pink: A New Mind</u></a> <a href="#"><u>Wayne Dyer: The Art of Manifestation</u></a> <a href="#"><u>Malala Yousafzai: What is Your Defining Moment</u></a> <a href="#"><u>Gretchen Rubin: 8 Rules to Happiness</u></a> <a href="#"><u>Tom Brady: How Football Can be a Spiritual Experience</u></a> <a href="#"><u>Maria Forleo: Everything is Figureoutable</u></a> <a href="#"><u>Eckhart Tolle: Acceptance of Troubled Times</u></a> <a href="#"><u>Malcom Gladwell: Talking to Strangers</u></a> <a href="#"><u>Man Up</u></a> <a href="#"><u>Creative Differences: The Benefits of Reaching Out to People Unlike Ourselves</u></a> <a href="#"><u>Lindsey Stirling on Facing Loss, Dreaming Big, and Becoming a Superstar</u></a> <a href="#"><u>The Science of Break-Ups</u></a> <a href="#"><u>The Idea of Negative Space at the Wizarding World of Harry Potter</u></a> <a href="#"><u>G-Force vs. Wasabi</u></a> <a href="#"><u>Whalesong of the Summer / Humpback Hit Factory</u></a></p> <p>Podcasts that tell a variety of stories <a href="#"><u>This American Life</u></a></p>	
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