

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>Learning Standards:</p> <p>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?</p> <p>Teaching activities may include:</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:</p> <p><i>Speech Class for Teens</i> <i>Podcasting</i></p> <p>Various resources for student-selected research:</p> <p>INFOhio Points of View Reference Center ProCon.org Purdue OWL Google <i>Newsela</i></p> <p>Article “What Is a Podcast?” from International Podcast Day</p> <p>YouTube Ted Ed Videos:</p> <ul style="list-style-type: none">• The benefits of a good night's sleep - Shai M...• The benefits of daydreaming - Elizabeth Cox• Why you procrastinate even when it feels bad• The science of stage fright (and how to overc...	<p>How Assessed?</p> <p>Assessments may include:</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> <p>Re-teaching activities may include:</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

Course of Study English Language Arts
ELA Elective - PODcast

	<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
--	---

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:</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:</p> <p><i>Speech Class for Teens</i> <i>Podcasting</i></p> <p>Various sources for student-selected research:</p> <p>INFOhio Points of View Reference Center ProCon.org Purdue OWL Google</p>	<p>How Assessed?</p> <p>Assessments may include:</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>

Course of Study English Language Arts
ELA Elective - PODcast

	<p>Re-teaching activities may include:</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
--	---

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:</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
--	---

Course of Study English Language Arts
ELA Elective - PODcast

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)

Course of Study English Language Arts

ELA Elective - PODcast

Gaming Podcasts:

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](#)

Course of Study English Language Arts

ELA Elective - PODcast

<p><u>Why you should define your fears instead of your goals - Tim Ferriss</u> <u>Change your story, change your life - Lori Gottlieb</u> <u>Why noise is bad for your health -- and what to do about it</u> <u>What your breath could reveal about your health</u> <u>A Son Always Remembers His Father</u> <u>In the Neighborhood</u> <u>Little Kids, Big Problems</u> <u>Tubby Rules</u> <u>Keepers of the Temple</u> <u>Karen Armstrong: Steps to a Compassionate Life (Part 2)</u> <u>Daniel H. Pink: A New Mind</u> <u>Wayne Dyer: The Art of Manifestation</u> <u>Malala Yousafzai: What is Your Defining Moment</u> <u>Gretchen Rubin: 8 Rules to Happiness</u> <u>Tom Brady: How Football Can be a Spiritual Experience</u> <u>Maria Forleo: Everything is Figureoutable</u> <u>Eckhart Tolle: Acceptance of Troubled Times</u> <u>Malcom Gladwell: Talking to Strangers</u> <u>Man Up</u> <u>Creative Differences: The Benefits of Reaching Out to People Unlike Ourselves</u> <u>Lindsey Stirling on Facing Loss, Dreaming Big, and Becoming a Superstar</u> <u>The Science of Break-Ups</u> <u>The Idea of Negative Space at the Wizarding World of Harry Potter</u> <u>G-Force vs. Wasabi</u> <u>Whalesong of the Summer / Humpback Hit Factory</u></p> <p>Podcasts that tell a variety of stories <u>This American Life</u></p>	
	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none">● descriptive feedback on original task/assessment● student examples of expectations● modeling● student self-assessments● new tasks assigned by teacher● presenting the information again in a different way● review sessions● graphic organizers● small-group instruction● practice activities

Course of Study English Language Arts

ELA Elective - PODcast

	<ul style="list-style-type: none">● 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
--	--