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Rationale

With changing dynamics, the broadcast industry is in need of talented, young professionals to help transition broadcast into the modern technological era. This course provides students with real-world work experience that helps to build the necessary skillset for entering the competitive broadcast field or any profession. These skillsets help to improve student’s public speaking, writing, team work, work ethic, time management, and creativity. With connections to public speaking, interpersonal communications, mass communications, and persuasion, this in depth course allows students to utilize their prior knowledge of speech communications and apply it to this demanding real world experience. By developing these traits early on, students will be more marketable and valuable to enter this highly competitive and rewarding field.

Course Description

This is an introductory course to the industry of radio broadcasting. Through the course, students will explore the history of broadcast, current Federal Communications Commission policies and regulations, broadcast equipment, program development, audio production, and the management and funding of stations. Much of the work done in this course will be industry applicable as students work on projects like news writing, audio editing, and producing and hosting on air content. In this way, students will connect their work to previous public speaking, interpersonal communications, mass communications, and persuasion studies to improve their speaking, writing, listening, and thinking skills to develop this real world content.
Standards

Common Core English Language Art Standards—Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

- CCSS.ELA-LITERACY.SL.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.

- CCSS.ELA-LITERACY.SL.11-12.4—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- CCSS.ELA-LITERACY.SL.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.

- CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Michigan Educational Technology Standards for Students

- 9-12.CI.3—Use a variety of media and formats to design, develop, publish, and preserve projects.
- 9-12.CC.2—Use available technologies to communicate with others on a class assignment or project.
- 9-12.CC.3—Collaborate in content-related projects that integrate a variety of media.
- 9-12.RI.1—Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- 9-12.RI.2—Identify, evaluate, and select appropriate online sources to answer content related questions
- 9-12.RI.4—Distinguish between fact, opinion, point of view, and inference
- 9-12.TC.3—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements
- 9-12.TC.4—Describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)
- 9-12.TC.9—Participate in experiences associated with technology-related careers
- 9-12.TC.10—Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)
- 9-12.TC.12—Demonstrate how to import/export text, graphics, or audio files
Unit Layout

Unit 1—Radio Basic Fundamentals

Unit 1 will provide students with an introduction to the field of radio. Beginning on September 9, the first topics of the course will cover the basics of telecommunications to give students an applied understanding of how radio waves travel from a station. The course can then transition into the topics of how the station content is made and funded to create the broadcasts. Complimenting this topic, the course will then explore the regulations for these areas that are determined by the Federal Communications Commission. Once the introductory material has been explored, the course will provide a brief history of the early broadcasters in radio to give background on why certain regulations, technologies, and techniques are utilized in modern broadcasting. By exploring these basic functions of how radio broadcasting is possible from a technical, managerial, and financial aspect, students are better suited to explore more complex components of the industry. In this way, the course material can ensure that all students have some form of understanding what a radio station is and how it operates.

Unit 2—Technical Production

Focusing in on a more specific aspect of the radio broadcast field, Unit 2—Technical Production explores the use and content of production. To provide students, again, with a basic framework, this unit will begin on September 22 by exploring what production is and its role in broadcast. The general content for creating pieces of production will then be explored in the following days. Students will begin by learning the application of vocals. In this way, students will begin to gain an understanding of how voice influences broadcast messages. After this speech component has been explored, the course will transition into exploring the editing software and its different components. To better understand the different components of this software, students will begin working with the software to create different produced pieces. Taking this knowledge, students will then explore different, common types of
production pieces, including public service announcements and promotional announcements. After applying their communication knowledge with their technical skills to create audio content, students will then learn how to apply their technical skills for onsite production, while exploring group dynamics of working with peers.

Unit 3—Crafting On Air Content

Transitioning from the technical production to on air content, students will study the creation of written and spoken material for broadcast in Unit 3—Crafting On Air Content. Beginning October 27, they will first learn to create an album review as a way for them to combine their new technical skills with their knowledge of writing and speaking. They can then formalize this combination of writing and speaking by writing and producing their own news story. While first learning to research current events and finding potential leads for stories, students will acquire the knowledge of interpersonal communications and interviewing by creating questions and interviewing people for their story. However, to enhance the news story further, students will explore techniques for writing stories and incorporating interviews. A large portion of the material will be focused on research and informative presentation. This informative presentation and strong research component will be expanded on when students move into the next topic of hosting on air content. At this portion of the unit, students will learn how to develop their vocal on air personalities, while presenting further informative presentations to an audience. After learning the general guidelines and techniques for on air broadcast, students will be allowed to tailor the course material to their interests: students will be allowed to select if they would prefer to focus their on air studies with general disc jockey broadcasting or sports commentating broadcast. Both will have a strong focus on informative presentation for students to explore real-world scenarios where they will utilize these communications techniques. After this initial practice, students will then focus on a full disc jockey broadcast to further develop their vocal and informative speech
skills. However, after students have explored the artistry behind on air communications, they will gain a better understanding of the decision making process that broadcasters utilize to identify their audience and tailor their on air presentations. In this way, students will gain a better understanding of how an audience affects the ways in which an effective speech is given, while further developing their use of research, vocal skills, and the techniques for an informative speech.

Unit 4—Station and the Community

While a large focus of the speech content in the first three units of the course were primarily focused on informative, the last unit, Unit 4—Station and the Community, will shift to more of persuasion and interpersonal communications. Starting on January 4, the class will begin the topic of promotions. In this unit, the class will learn how stations promote themselves to the general population and encourage new listeners. They will also explore a more in depth look at home stations finance their operations with sales or sponsorships. To practice their persuasive skills with this real-world situation, students will create commercial or sponsorship announcements for clients that they recruit. They will further these skills by finishing the unit with a persuasive presentation to a mock client where they attempt to encourage them to purchase an event broadcast from their station. This capstone project will incorporate the students’ understanding of persuasion, presenting information, and tailoring their speech to a specific audience. By combining these objectives with real-world broadcast scenarios, students will gain a better understanding of applied public speaking, interpersonal communications, small group communications, and incorporating technology and media with communications.
Assessment Plan

Unit 1—Radio Basic Fundamentals

Students will be assessed on their understanding of the course material through traditional exams as well as application based projects. For Unit 1, students will be given a summative assessment of a written exam on September 21 after the topics for the unit have been covered. The exam will be a mixture of multiple choice, short answer, and essay questions.

Unit 2—Technical Production

For Unit 2, students will be given four different summative assessments to gauge their understanding of the four main content areas. While two of these assessments will be another traditional exam, similar to the one from Unit 1, the other two will be application based. For the first topic of audio editing, students will produce their own audio content that includes vocals and music background. This project will be due on September 30. Students will also create their own public service announcements and promotional announcements, which are due October 6 and 16. For the final topic of onsite production on October 26, students will be given a traditional exam that includes multiple choice, short answer, and essay questions.

Unit 3—Crafting On Air Content

Unit 3 will be given five different summative assessments for the different content areas. While four of these assessments will all be application based, the final will be a traditional, paper-based unit exam. For November 10, students will submit an audio produced album review. The review will include a vocal narrative and music samplings from the album. Similarly, the topic of news writing will include an audio project. On November 19, students will submit an original, recorded news story about a local topic that includes a vocal narrative and an audio recording of an interview relating to the story. For the
topics of on air content and programming, students will produce recorded on air content of their choice. For the on air topic due December 7, students will produce either a five minute radio show demo tape or a five minute, original sports broadcast. Similarly, for the programming topic, students will produce a 1 hour radio show for December 18 that incorporates 15-20 minutes of air checks as well as appropriately selected music. Additionally on December 18, students will take a traditional paper exam as a cumulative, end of the unit assessment. This assessment contains information from all four sections of the unit and utilizes binary true or false questions, a multiple choice section, and short answer prompts. In total, the exam is worth 60 points, and students will have the entire class period to work on it. The four projects will provide valuable assessments for students’ skillsets with the technology and their understanding of the course content, while the traditional exam will gauge their understanding of the specific and abstract concepts.

Unit 4—Station and the Community

The final unit that requires assessment also utilizes these application based project assessments. The assessments for Unit 4 require students to create audio produced material as well as deliver a business oriented, persuasive speech. By January 15, students will submit a produced, sales commercial and a sponsorship announcement. The sales commercial is to include vocals with an audio bed and must receive approval from a local area business. The sponsorship message should be similar to the sales commercial but must follow the appropriate terminology for a sponsorship message. Students will take this mock client as then create a five minute pitch to these clients why they should advertise or sponsor a particular station. These speeches will be delivered in class from January 19 to January 22. These assessments will provide a final real-world connection for students to explore the applications of technology, writing, and communications.
Course Schedule

Attached is a tentative course schedule for the fall 2015 semester. Classes will begin on September 8, 2015, and will conclude on January 28, 2016. The course schedule provides a daily explanation of the topics to be explored that day. Color coding for the schedule is used to help identify what sections of the course are being covered and special requirements for certain days.

Color Code Key

- Unit—Yellow
- Work Day—Blue
- Assessment Day/Due Date—Green

Schedule Months

- September 2015
- October 2015
- November 2015
- December 2015
- January 2016
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<td>Fall Semester—First Day</td>
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<td>7</td>
<td>Unit 1: Section Overview</td>
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<td>Topic: FCC Regulations</td>
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<td>FCC Overview; females and females; commercial; commerical vs. collab.</td>
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<td>Task: Voice over audio</td>
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<td>Topic: Audio Editing</td>
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<td>Vocals for recording</td>
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<td>Topic: Audio Editing</td>
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Task: Record and edit voice

Work Day

Task: Edit audio and voice

Work Day

Review
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<tr>
<td>29</td>
<td>Work Day</td>
<td>Task:  Write PSA</td>
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<td>30</td>
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<td>Task:  Recording and Editing</td>
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<td>Overview; General Writing</td>
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<td>Types of mics; speakers and positioning; cords</td>
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<td>Mixing and Sound Checking</td>
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<td>Audio Engineer—Leon Speakers</td>
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<td>Work Day</td>
<td>Task:  Writing and Researching Demographics</td>
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<tr>
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Work Day
Task: Listen to album and take notes

No School
Topic: Personality/Sports
Researching, talk points

Work Day
Task: Interview

Work Day
Edit and Record

Topic: Personality/Sports
Broadcasting a story

Work Day
Task: Write

Topic: Personality/Sports
Broadcast

No School
Thanksgiving

Work Day
Task: Find Music; Talk points

Work Day
Find in sum

Topic: News Writing
Due: News Story

Topic: Personality/Sports
Broadcast
Due: Album Review

Topic: Personality/Sports
Broadcast
Due: News Story

Topic: Personality/Sports
Researching, talk points

Notes:
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Notes:
- No School: Winter Break
- Due: 5 Minute Show
- Topic: Programming
- Program Director—Ann Arbor's 107 One
- Speaker: Jay Knuz
- Task: Pick Music
- Unit Exam Due: 1 Hour Radio Show
- Topic: Programming—Music Selection
- Speaker: John Bommarito
- Task: Record, Edit, and Final Exam
- Topic: Programming—Organizing Clock
- Speaker: Jay Knuz
- Task: Record and Edit

December 2015
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<td>Fall Semester—Finals Task: Find sponsor; write sponsor announcement</td>
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<td>Speeches for Event Pitch</td>
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<td>22</td>
<td>Speeches for Event Pitch</td>
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<td>23</td>
<td>Speeches for Event Pitch</td>
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<tr>
<td>24</td>
<td>Speeches for Event Pitch</td>
<td></td>
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</tbody>
</table>
**Resources for Instructor and Students**


*Various handouts*
Unit Description

Unit 3—Crafting On Air Content

The unit plan Crafting On Air Content is the third unit in a sequence of four for the Fundamentals of Radio Broadcasting course. This unit of the course will focus on tailoring on air content to an audience, while personalizing students’ speech. The purpose for this unit is for students to explore how to present both informative and persuasive material to an audience by applying their knowledge of public speaking and interpreting demographics. This exploration will be driven by the essential question, “How does an audience affect the way in which we effectively present content?”

Beginning on October 27, the unit will be introduced with the general topic of reviewing an album. By doing so, students will explore the individual topics of writing, audio editing, recording speech, and presenting information in a descriptive way that fits a designated audience. This usage of applied writing and informative speech will then be carried over into the general topic of news writing on November 10. In this portion of the unit, students will further develop an understanding of how to prepare and present informative material to a particular audience as well as exploring research techniques to develop their speech content. On November 19, however, the course will shift to focus on developing students’ on air personalities, while continuing to tailor their speech and persona to a specific audience. The general topic of personality/sports broadcast will have students explore how effective speech personalities are determined by the audience and will allow them to create their own on air personas by applying their knowledge of audiences and public speaking. The final general topic for the course will begin on December 7 and focuses on programming. In this section, students will learn how to identify who their audience is and how to tailor full on air programming to fit that audience. This section of the unit will provide an in depth look at how to effectively analyze an audience and anticipate potential issues with on air content and a particular demographic. By concluding on this topic, the unit will culminate in its exploration of how to present speech for a given audience.
From this study of delivering and tailoring speech to fit a particular audience, students will apply their understanding of public speaking and create their own on air content that is fitted for a designated audience. This will provide them with a rationale for communicating specific messages in a particular way, while connecting to other fields of study in communications: interpersonal communications, small group communications, mass communications, and persuasion. Similarly, this unit can provide a cross-curriculum connection by integrating the use of demographic analysis with other subjects such as mathematics.
Learning Outcomes

- SWBAT identify who the audience they are speaking to is or trying to reach
- SWBAT tailor their communications to an audience
- SWBAT present information to an audience that reflects audience preference, while highlighting the speaker’s personality
- SWBAT organize material to be presented to an audience in an appropriate way
- SWBAT make decisions based on quantitative data
- SWBAT identify a potential audience’s prior knowledge
- SWBAT determine appropriate and credible research
- SWBAT determine whether or not information has a particular bias
- SWBAT develop clear, open ended questions for an interview
- SWBAT describe the ethical responsibility of a station to present unbiased information
- SWBAT identify both sides of an issue for a story
- SWBAT determine an individual’s bias
- SWBAT write objectively without opinion of bias
- SWBAT write brief and concise news stories using the four paragraph format
- SWBAT identify and implement the 5 different aspects of voice for news broadcasting (volume, pitch, rhythm, tempo, and timbre)
- SWBAT develop a brand for a specific audience utilizing appropriate content
- SWBAT organize audio content appropriately and affectively for an audience
- SWBAT identify necessary communication and technology skills for working as a broadcaster
- SWBAT identify shifting requirements of professionals entering the broadcast field
Standards:

Common Core English Language Art Standards—Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- CCSS.ELA-LITERACY.SL.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.

- CCSS.ELA-LITERACY.SL.11-12.4—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- CCSS.ELA-LITERACY.SL.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.

- CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Common Core English Language Art Standards—Writing

- CCSS.ELA-LITERACY.CCRA.W.9—Draw evidence from literacy or informational texts to support analysis, reflection, and research.

- CCSS.ELA-LITERACY.W.9-10.2—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.
- CCSS.ELA-LITERACY.W.9-10.2.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.

*Michigan Educational Technology Standards for Students*

- 9-12.Cl.3—Use a variety of media and formats to design, develop, publish, and preserve projects.
- 9-12.CC.3—Collaborate in content-related projects that integrate a variety of media.
- 9-12.RI.1—Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- 9-12.RI.2—Identify, evaluate, and select appropriate online sources to answer content related questions
- 9-12.RI.4—Distinguish between fact, opinion, point of view, and inference
- 9-12.TC.3—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements
- 9-12.TC.9—Participate in experiences associated with technology-related careers
- 9-12.TC.10—Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)
- 9-12.TC.12—Demonstrate how to import/export text, graphics, or audio files
Unit Layout:

Lesson 1—Album Review

- **Day 1 of 8 (October 27)**—This is the introductory lesson to the unit of *Crafting On Air Content*. In this lesson, students will be introduced to the topic of personalized on air content and how it is influenced by an audience. The topic of informative presentation will be introduced through the discussion of album reviews. The class will explore the different components of an album review and how to affectively present a concise, informative review to an audience. In particular, the class will focus on developing talking points and writing an outline for a review. The influence of an audience to affect the way in which the information is presented will be introduced through the discussion of an audience’s prior knowledge.

- **Day 2 of 8 (October 28)**—The topic of album reviews will be continued by finalizing the discussion of writing an outline for an album review. The class will then continue to explore the influence of an audience on speech by shifting the focus from presenting information to an audience to creating audio content that fits a targeted demographic. Students will be shown different techniques for how to identify a demographic and determine what audio content is most appropriate for that audience. A review of the earlier learned production techniques will be implemented as the audio software is explored.

- **Day 3 of 8 (October 29 & 30)**—Both of these days are considered half days for midterms. The class will be introduced to the first assessment for this unit and provided with the necessary requirements. Of any time left after explaining the project, the class will be allowed to begin working on their assignment. No new information will be introduced.

- **Day 4 of 8 (November 2)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have listened to the chosen album and taken notes on it. The teacher will be available to work with individual students and help them to identify key features their albums provide.

- **Day 5 of 8 (November 4)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have begun writing the review outline. The teacher will be available to work with individual students and help them to organize their main points and structure the information in a way that helps to fit their desired demographic.

- **Day 6 of 8 (November 5)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have finished writing the review outline. The teacher will be available to work with individual students and help them to organize the main points and structure the information in a way that helps to fit their desired demographic, while adding descriptive details to their outlines.

- **Day 7 of 8 (November 6)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have begun recording and editing the review. The teacher will be available to work with individual students and help them operate the equipment and identify production techniques that will target their specific demographic.
Day 8 of 8 (November 9)—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have finished editing the review. The teacher will be available to work with individual students and help them operate the equipment and add final details to their audio pieces.

Lesson 2—News Writing

Day 1 of 7 (November 10)—This lesson introduces students to the next unit topic of news writing. To begin the lesson, the class will explore how news writing further helps present information to an audience. The class will explore research techniques for how to locate a news story and how to create questions as further research for their information. The class will further explore how to apply their interpersonal skills to create a relaxed and natural interview that allows for the optimum information. Students are required to submit their album reviews today.

Day 2 of 7 (November 11)—The class will continue their exploration of news writing by focusing on writing techniques and formats for news stories. In particular, the journalistic style of direct communications and proper citation of sources will be covered. However, to connect with the essential question of how an audience influences on-air content, the class will further explore the influence an audience’s prior knowledge has to news writing.

Day 3 of 7 (November 12)—As a final culmination of the news writing topic, the class will discuss the techniques for broadcasting a prewritten new story. In particular, the class will learn about their vocal tempo, range and inflection, as well as limiting their on-air personality. The teacher will also inform students that they will be writing and recording their own news broadcast about a particular story in their communities. Students will have until Monday, November 16, to identify a news story, conduct research in that topic, set up an interview, and draft questions for an interview. The requirements for the assessment are to be provided.

Day 4 of 7 (November 13)—To help explore the topic of news writing and further explain this field to students, Jeff Defran, a news reporter for WWJ 950AM, will be the class’s guest speaker. Mr. Defran will discuss the career of being a news reporter, how it can transition into other fields, and what techniques are necessary for working in this career. The class should take the last 20 minutes of class to ask questions to Mr. Defran or gain his input on how they can best create their news stories.

Day 5 of 7 (November 16)—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have conducted an interview for the news story. The teacher will be available to work with individual students and help them draft questions and find potential leads.

Day 6 of 7 (November 17)—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have written the news story script for broadcast. The teacher will be available to work with individual students and help them organize their information and format the story for broadcast.
• **Day 7 of 7 (November 18)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have recorded and edited the broadcasted story. The teacher will be available to work with individual students and help them work with the production equipment to finalize their news story.

**Lesson 3—On Air Personality/Sports Broadcasting**

• **Day 1 of 9 (November 19)**—Shifting focus to a more directly speech related topic, the class will begin the next unit topic of personality/sports broadcasting. To begin the topic, the class will explore these two areas of broadcast and learn the necessary speaking skills for these areas. Students will then see how these speaking skills are tailored to a desired demographic. Students are required to submit their news stories today.

• **Day 2 of 9 (November 20)**—Continuing the topic of personality/sports broadcasting, the class will finish their discussion on the different speaking skills necessary for broadcasting, while exploring how to fit them to specific demographics.

• **Day 3 of 9 (November 23)**—To help the class better understand these speaking skills, students will spend the class period working through activities and practicing the different speaking skills. They will also practice applying those skills to different demographics of audiences.

• **Day 4 of 9 (November 24)**—Having sufficiently covered the methods for broadcasting to a specific audience, the class will begin to learn how to improve their informative presentation skills. In particular, students will be presented with research techniques to develop talking points for broadcast. The class will also be introduced to the topic of their next assessment and the necessary requirements. Students will be informed that they will be creating their own 5 minute radio show, which includes clips of selected music that fits a particular theme and demographic.

• **Day 5 of 9 (November 30)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have found a collection of music that would fit the student’s particular show theme along with developed talking points if students have selected to create a show. If students are making a sports broadcast, they will be required to have identified a game they will be announcing and develop talking points for the game. The teacher will be available to work with individual students and help them to identify particular talking points.

• **Day 6 of 9 (December 1)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have finished recording all of the necessary vocal audio for broadcast. The teacher will be available to work with individual students and help them to develop their on air personalities, while fitting to their desired demographic.

• **Day 7 of 9 (December 2)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have finished editing the recorded material. The teacher will be available to work with individual students and help them operate the production equipment.
Day 8 of 9 (December 3)—To help explore the topic of on air broadcasting and further explain this field to students, John Bommarito, an on air talent for Ann Arbor’s 107one and host of the Acoustic Brunch, will be the class’s guest speaker. Mr. Bommarito will discuss the career of being a disc jockey, how it can transition into other fields, and what techniques are necessary for working in this career. The class should take the last 20 minutes of class to ask questions to Mr. Bommarito or gain his input on how they can best create their radio shows.

Day 9 of 9 (December 4)—To help explore the topic of sports broadcasting and further explain this field to students, Ira Weintrab and Sam Webb, hosts of the Michigan Insider on Sports Talk 1050 WTKA, will be the class’s guest speakers. Mr. Weintrab and Mr. Webb will discuss the career of being a sports broadcaster, how it can transition into other fields, and what techniques are necessary for working in this career. The class should take the last 20 minutes of class to ask questions to Mr. Weintrab and Mr. Webb or gain their input on how they can best create their announcing.

Lesson 4—Programming

Day 1 of 9 (December 7)—The final topic of the unit will cover radio programming. This topic will allow students to explore the full extent of an audience’s influence on a station. To begin the topic, the class will be introduced to how program directors gather information and make educated decisions about what content is broadcasted on the station. The discussion will then shift to the concept of branding and creating an overarching message for the station. Students are required to submit their 5 minute shows or sports announcements today.

Day 2 of 9 (December 8)—Taking the topic of creating a cohesive brand and identity for a station, this lesson will explore the music selection process and how it can help to create the brand. This lesson will provide an in depth look at how music is charted and then selected for broadcast.

Day 3 of 9 (December 9)—Continuing with the discussion of how music is chosen for a station, this lesson will offer the class a rationale for connecting speech to an audience. The topic will also be connected to how music is ranked and future success predicted.

Day 4 of 9 (December 10)—With the topic of music selection covered, the class will transition into examining how to best arrange the music to further meet the needs of their audience. This topic will be connected with the arrangement of presented information and the class will hypothesize how to best structure a broadcast clock.

Day 5 of 9 (December 11)—Finishing the class’s discussion on arranging broadcast clocks, this lesson will cover techniques for identifying a demographics’ preference for individual songs and how to properly arrange them in a way that best fits the specific audience.

Day 6 of 9 (December 14)—To help explore the topic of programming and further explain this field to students, Jay Kruz, Program Director of Rewind 94.9FM, will be the class’s guest speaker. Mr. Kruz will discuss the career of being a program director, how it can transition into other fields, what techniques are necessary for working in this career, and how the on air content of a station is driven by demographics and research. The class should take the last 20 minutes of
class to ask questions to Mr. Kruz or gain his input on how they can best create their radio shows.

- **Day 7 of 9 (December 15)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have selected a full music playlist for their show. The teacher will be available to work with individual students and help them to develop a playlist that fits their desired demographic.

- **Day 8 of 9 (December 16)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have finalized the playlist and organized the music by an appropriate clock. The teacher will be available to work with individual students and help them to develop their playlists and layouts.

- **Day 9 of 9 (December 17)**—This day is designated as a work day. Students will have the entire time to work on their project. The goal of completion for this day is to have recorded and edited the entire show. The teacher will be available to work with individual students and help them to operate the production equipment.

- **Lesson 34 (December 18)**—With the unit completed, the class will spend the day reviewing the main topics they have covered. Students are required to submit their 1 hour radio shows today.
Assessments:

Album Review—Students will individually produce an audio recording of an originally written album review.

Standards:

- **Common Core English Language Art Standards—Speaking and Listening**
  - CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- **Common Core English Language Art Standards—Writing**
  - CCSS.ELA-LITERACY.CCRA.W.9—Draw evidence from literacy or informational texts to support analysis, reflection, and research.
  - CCSS.ELA-LITERACY.W.9-10.2—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.

- **Michigan Educational Technology Standards for Students**
  - 9-12.RI.2—Identify, evaluate, and select appropriate online sources to answer content related questions
  - 9-12.TC.9—Participate in experiences associated with technology-related careers
  - 9-12.TC.12—Demonstrate how to import/export text, graphics, or audio files

Learning Outcomes:

- SWBAT incorporate production details, track descriptions, lyrical/composition themes, and connections to previous works for an album review
- SWBAT write information for a given audience by assessing the audience’s prior knowledge.
- SWBAT organize material to be presented to an audience in an appropriate way.
- SWBAT alternate their volume, rate, pitch, and inflection for whatever is deemed appropriate for a given context.
- SWBAT create an audio recording using vocals and an edited sound bed.
- SWBAT utilize the three principles of producing an album review
Album Review

**Task:** Album reviews are great ways for radio stations to promote artists they support. They utilize a descriptive style of writing and an engaging form of speech. Individually, you will create an audio review of at least five songs from a single album. To make this review, you will create a script of your own original writing and thoughts. You will then record that script and edit clips of the five different songs into the review. The finished review must be between 3:30-4:00 minutes long, and your spoken script should be at least 2:00-2:30 minutes long. The five different songs must be no longer than 20 second clips, unless you are talking over the music. Along with the review, you will submit this filled out information. You should be able to find this information on the back of the album or in the liner notes. Any research you conduct should be included on a resources page with the full URL or title of print source you received the information from.

**Album:**

**Artist:**

**Record Label:**

**Year of Debut:**

**Genre:**

**Five Tracks to be Played:**

1.
2.
3.
4.
5.

**Describe the demographic you want to listen:**

*Age, gender, location

**Information the audience is assumed to know when listening to the review:**
Sample Review

**CD Review: *Brand New Eyes* by Paramore**

<table>
<thead>
<tr>
<th>Song Clip 1</th>
<th>“Careful” by Paramore</th>
<th>After topping the charts with their 2007 album entitled RIOT!, Paramore has set a new standard with their 2009 release, <em>Brand New Eyes</em>. This album is the band’s best-selling album yet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Song Clip 2</td>
<td>“Looking Up” by Paramore</td>
<td>Before the album, <em>Brand New Eyes</em>, was in the making, it was announced that the band was having some problems between members. Fans speculated that the group may break up only to be pleasantly surprised by the release of their best work yet. With songs such as “Ignorance,” “Feeling Sorry,” “Turn It Off,” and “Looking Up,” the band’s five members were able to express their feelings and solve their problems.</td>
</tr>
<tr>
<td>Song Clip 3</td>
<td>“The Only Exception” by Paramore</td>
<td>Paramore is typically known for their trademark sound—a mixture of punk, emo, and alternative rock genres, with fast up beat lyrics containing underlying messages. A few tracks on this album entitled, “The Only Exception” and “Misguided Ghosts” allow fans to experience the raw emotion being portrayed through a more acoustic style presentation.</td>
</tr>
<tr>
<td>Song Clip 4</td>
<td>“Brick by Boring Brick” by Paramore</td>
<td>Emotions are heavily tied into the creation of <em>Brand New Eyes</em> as the album carries the listener through a cycle of emotions ranging from pain, frustration and resentment, to loss, sadness, reflection, and forward motion. These feelings and emotions flow throughout the song arrangement and mirror similar emotions that band members experienced.</td>
</tr>
<tr>
<td>Song Clip 5</td>
<td>“Ignorance” by Paramore</td>
<td>Paramore’s smash hit album opens with classic sounds of Haley Williams’ strong voice singing lead vocals and the band’s powerful sound coming together to draw the listener in and unfold into a harmonious masterpiece of sound and message. With hit-single “Ignorance,” the group shatters the listener’s preconceived notions of “good music.”</td>
</tr>
</tbody>
</table>
See attached Excel rubric for this specific lesson.
Assessments:

Unit Exam—Students will individually participate in an end of the unit, written assessment. This exam contains information from all four sections of the unit and utilizes binary true or false questions, a multiple choice section, and short answer prompts. In total, the exam is worth 60 points.

Standards:
- Common Core English Language Art Standards—Speaking and Listening
  - CCSS.ELA-Literacy.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Learning Outcomes:
- SWBAT identify the importance of tailoring their communications to an audience.
- SWBAT identify the five different vocal aspects for news broadcasting (volume, pitch, rhythm, tempo, and timbre).
- SWBAT identify the six speaking skills for broadcasters discussed in class.
- SWBAT demonstrate four paragraph organization of a news story.
- SWBAT evaluate the importance of audience analysis on formatting a radio station and developing talk breaks.
Unit 3 Exam—Crafting On Air Content

Task: This is a cumulative unit exam. The exam is broken down into three parts, which include a true and false section, multiple choice questions, and short answers. In total, the exam is worth 60 points. If there are any questions about the exam, please ask. You will have the entire class period to finish this. Now relax, breathe, and let’s get started!

Part 1: Read each of the statements below and indicate whether you believe the statement to be true or false. Label each of the statements with either T for true or F for false. (2 points)

____ 1. The Six Speaking Skills are implemented differently for different audiences.
____ 2. News broadcasters should have a faster tempo and increased timbre to make their stories more exciting.
____ 3. News broadcasters should have a consistent volume when broadcasting their stories.
____ 4. Interview questions are to be clear and open ended.
____ 5. News stories should be written objectively.
____ 6. Broadcasts should put their input or opinion into a news story to develop a better relationship with the audience.
____ 7. Cut lead-ins should cite the speaker’s name and position.
____ 8. Cuts should restate your lead-in.
____ 9. Cuts should never express feelings or an opinion.
Part 2: Read each of the questions below, and determine which of the following selections is the best answer. Neatly write your answer in the space provided after each question. (3 points each)

1. Which is NOT an editing technique that was discussed in class for an album review? _____
   a. No talking over lyrics
   b. No straight talk
   c. Including sound effects
   d. Playing the songs being discussed

2. Which of the following vocal skills should news broadcasters utilize? _____
   a. Tight, slightly varied pitch
   b. Slightly varied rhythm
   c. Consistent tempo
   d. All of the above

3. When using the Four Paragraph New Story format, where does the most important information go? _____
   a. Body
   b. Cut Lead-In
   c. Introduction
   d. Conclusion

4. When using the Four Paragraph News Story format, where does the general, background information go? _____
   a. Body
   b. Cut Lead-In
   c. Introduction
   d. Conclusion

5. Of the five different song categories, which contains the highest charting songs on current charts and is used to grab listeners’ attention? _____
   a. Reoccurring
   b. Gold
   c. Vintage
   d. Power

6. Of the five different song categories, which category gets played the most in a clock hour? _____
   a. Reoccurring
   b. Gold
   c. Vintage
   d. Power
Part 3: Answer each of the following prompts with a short answer response. Write the appropriate amount of text next to each prompt. (6 points each)

1. List the six speaking skills discussed in class for all broadcasters.

2. List the five vocal aspects of a news broadcaster.
3. Write a cut lead-in for the cut listed below (1-2 sentences)

Cut—“The play is a hilarious production of silly humor combined with local talent that all ages will enjoy.”
Speaker: John Smith (Theatre Director for the Community Theatre Program)
Topic: Discussing the debut production of the Community Theatre Program’s production of the play C is for Comedy.

4. Describe how audience analysis helps a station determine its overall format and influence broadcasters’ talk breaks. (8-10 sentences)
*See attached rubric for how this answer will be graded.
# Short Answer Goals

<table>
<thead>
<tr>
<th>Category</th>
<th>2—Exceptional</th>
<th>1—Developing</th>
<th>0—Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience Analysis for Station Formatting</td>
<td>The student has discussed how audience analysis affects station formatting based on information presented in class.</td>
<td>The student somewhat discusses but needs to be clearer on how audience analysis affects station formatting.</td>
<td>The student does not effectively discuss how audience analysis affects station formatting based on information presented in class.</td>
</tr>
<tr>
<td>Audience Analysis for Talk Brakes</td>
<td>The student has discussed how audience analysis affects talk breaks based on information presented in class.</td>
<td>The student somewhat discusses but needs to be clearer on how audience analysis affects talk breaks.</td>
<td>The student does not effectively discuss how audience analysis affects talk breaks based on information presented in class.</td>
</tr>
<tr>
<td>General Writing</td>
<td>The student has met the length requirements and does not have major grammatical errors.</td>
<td>The student has no more than 3 major grammatical errors.</td>
<td>The student has not met the length requirement or has more than 3 major grammatical errors.</td>
</tr>
</tbody>
</table>

**General Comments:**
Unit 3 Exam—Crafting On Air Content

**Task:** This is a cumulative unit exam. The exam is broken down into three parts, which include a true and false section, multiple choice questions, and short answers. In total, the exam is worth 60 points. If there are any questions about the exam, please ask. You will have the entire class period to finish this. Now relax, breathe, and let’s get started!

---

**Part 1:** Read each of the statements below and indicate whether you believe the statement to be true or false. Label each of the statements with either **T** for true or **F** for false. (2 points)

<p>| | |</p>
<table>
<thead>
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<td><strong>T</strong></td>
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<td>2. News broadcasters should have a faster tempo and increased timbre to make their stories more exciting.</td>
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<td><strong>T</strong></td>
<td>3. News broadcasters should have a consistent volume when broadcasting their stories.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>4. Interview questions are to be clear and open ended.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>5. News stories should be written objectively.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>6. Broadcasts should put their input or opinion into a news story to develop a better relationship with the audience.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>7. Cut lead-ins should cite the speaker’s name and position.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>8. Cuts should restate your lead-in.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>9. Cuts should never express feelings or an opinion.</td>
</tr>
</tbody>
</table>
Part 2: Read each of the questions below, and determine which of the following selections is the best answer. Neatly write your answer in the space provided after each question. (3 points each)

1. Which is NOT an editing technique that was discussed in class for an album review? ____
   e. No talking over lyrics
   f. No straight talk
   g. **Including sound effects**
   h. Playing the songs being discussed

2. Which of the following vocal skills should news broadcasters utilize? ____
   a. Tight, slightly varied pitch
   b. Slightly varied rhythm
   c. Consistent tempo
   d. **All of the above**

3. When using the Four Paragraph New Story format, where does the most important information go? ____
   a. Body
   b. **Cut Lead-In**
   c. **Introduction**
   d. Conclusion

4. When using the Four Paragraph News Story format, where does the general, background information go? ____
   a. Body
   b. Cut Lead-In
   c. **Introduction**
   d. **Conclusion**

5. Of the five different song categories discussed in class, which contains the highest charting songs on current charts and is used to grab listeners’ attention? ____
   a. Reoccurring
   b. Gold
   c. Vintage
   d. **Power**

6. Of the five different song categories discussed in class, which category gets played the most in a clock hour? ____
   a. **Reoccurring**
   b. Gold
   c. Vintage
   d. Power
Part 3: Answer each of the following prompts with a short answer response. Write the appropriate amount of text next to each prompt. (6 points each)

1. List the six speaking skills discussed in class for all broadcasters.

   - Talk to one person
   - Have information to say
   - Be brief
   - Avoid jargon
   - Front sell
   - Be yourself

2. List the five vocal aspects of a news broadcaster.

   - Volume
   - Pitch
   - Rhythm
   - Tempo
   - Timbre
3. Write a cut lead-in for the cut listed below (1-2 sentences)

Cut—“The play is a hilarious production of silly humor combined with local talent that all ages will enjoy.”
Speaker: John Smith (Theatre Director for the Community Theatre Program)
Topic: Discussing the debut production of the Community Theatre Program’s production of the play C is for Comedy.

2 Points—Utilize position followed by name
2 Points—Related to what is said in the cut
2 Points—Phrased as if the cut will not play

4. Describe how audience analysis helps a station determine its overall format and influence broadcasters’ talk breaks. (8-10 sentences)

*See attached rubric.
### Short Answer Goals

<table>
<thead>
<tr>
<th>Category</th>
<th>2—Exceptional</th>
<th>1—Developing</th>
<th>0—Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience Analysis for Station Formatting</td>
<td>The student has discussed how audience analysis affects station formatting based on information presented in class.</td>
<td>The student somewhat discusses but needs to be clearer on how audience analysis affects station formatting.</td>
<td>The student does not effectively discuss how audience analysis affects station formatting based on information presented in class.</td>
</tr>
<tr>
<td>Audience Analysis for Talk Brakes</td>
<td>The student has discussed how audience analysis affects talk breaks based on information presented in class.</td>
<td>The student somewhat discusses but needs to be clearer on how audience analysis affects talk breaks.</td>
<td>The student does not effectively discuss how audience analysis affects talk breaks based on information presented in class.</td>
</tr>
<tr>
<td>General Writing</td>
<td>The student has met the length requirements and does not have major grammatical errors.</td>
<td>The student has no more than 3 major grammatical errors.</td>
<td>The student has not met the length requirement or has more than 3 major grammatical errors.</td>
</tr>
</tbody>
</table>

**General Comments:**
Resources


*Various handouts on disk jockey techniques
Lesson Plan 1

Topic: Album Review
**LESSON PLAN – Album Review**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Album Review Development (Lesson 1 of 8)</td>
<td>Kyle Linford</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will develop an understanding of how to present tailored information to an audience for broadcast.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>SWBAT: Develop talking points for informative presentation Incorporate the qualities of an album review Tailor information for a specific audience Identify a potential audience’s prior knowledge</td>
</tr>
<tr>
<td><strong>Common Core English Language Arts Standards:</strong></td>
<td><strong>Michigan Educational Technology Standards:</strong> N/A</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td><strong>Other Resources:</strong></td>
</tr>
<tr>
<td>Album Review Examples</td>
<td></td>
</tr>
<tr>
<td>Collection of CD Booklets</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Due:</strong> N/A</td>
</tr>
<tr>
<td>Album Review</td>
<td>Assignments: Create 10 talking points for 3 different albums</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FORMATIVE:</strong> Class discussion on create talking points and utilize them.</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMATIVE:</strong> Completion of the talking point activity.</td>
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</tr>
</tbody>
</table>

**Instructional Activities & Strategies**

**ENGAGE:** (15 minutes) The class will begin with a discussion on crafting original, on air content. The class will be broken down into groups of 4 students. Each group will be instructed to brainstorm what comes to mind when they think of on air content that broadcasters present. After 2 minutes, groups will be asked to record their lists on the board. When all items are listed, the instructor will question groups about why they listed certain things. Then the class will be instructed to consolidate and categorize all of the things listed. To help facilitate this, the instructor should question students about what terms of references they see listed more than once. With these terms consolidated and compared, the instructor should question students about what type of speech broadcasters utilize. The discussion should be guided to informative speech.
<table>
<thead>
<tr>
<th>BUILD: (25 minutes)</th>
<th>The instructor will inform the class that the topic of this unit will be developing original, on air content as a way of presenting informative speech to an audience. In particular, the class will work with one of the basic ways broadcasters present informative, on air content to an audience—album review. The class will be informed what an album review is and their purpose for a station. The class will then be presented with sample reviews to read individually. They are to record on a separate sheet of paper the information they notice being discussed in the reviews and identify who they believe the audience of the show to be. In particular, the students are to record general information they see appearing in the reviews as well as material they believe is specific to a certain audience. They will then discuss these discoveries with a partner and share their findings and discuss the differences. They will then hear from a few student partners about what they noticed in their reviews. The instructor should record the main items the students identify on the board. Then the class can discuss what information an album review can include: production details, track descriptions, lyrical/composition themes, and connections to previous work. The class will work through each of these topics and explore their usage. Once completed, the instructor should question the students on why these aspects are differentiated for the different album reviews. The class discussion should be guided to connecting to an audience. The instructor should review with the class the importance of an audience on what we determine to say and how we say it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLY: (10 minutes)</td>
<td>The class will work to better understand how they can develop an album review for an audience by practicing to develop talking points for a mock album review. Students are to review information from album liner notes provided by the instructor and document potential talking points. They are to also identify who a potential audience they might want to target is.</td>
</tr>
<tr>
<td>REFLECT: (5 minutes)</td>
<td>The class will stop their work with 5 minutes left in class to discuss how they determined what audience to target and what information they believe that audience would want to know. The class should then be questioned about analyzing the audience's prior knowledge and hypothesizing how that might affect how listeners react to the album review. When class is completed, students are to be informed that they are to create 10 talking points for 3 different albums based off of linear notes or the approved research websites of AllAccess.com, AllMusic.com, and the musical artists’ personal webpages.</td>
</tr>
<tr>
<td>ANY ADDITIONAL INFORMATION</td>
<td></td>
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</tbody>
</table>
## LESSON PLAN – Album Review

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Editing an Album Review (Lesson 2 of 8)</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will develop an understanding of how to effectively organize audio content for broadcasting an album review.</td>
</tr>
</tbody>
</table>

### Objectives:

- **SWBAT:**
  - Organize audio content logically and effectively
  - Edit audio content with an additional vocal bed
  - Utilize the principles of editing to create effective audio content

### Common Core English Language Arts Standards:

- N/A

### Michigan Educational Technology Standards:

- 9-12.CI.3—Use a variety of media and formats to design, develop, publish, and preserve projects.
- 9-12.TC.9—Participate in experiences associated with technology-related careers.
- 9-12.TC.10—Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)

### Materials:

- Audio recording technology
- Audio session of album review

### Other Resources:

### Vocabulary:

- Album Review
- Prior Knowledge

### Due:

- 10 talking points from 3 different albums

### Assignment:

- N/A

### Assessment Strategies

**FORMATIVE:** Class discussion on how to incorporate the principles of producing effective audio content.

**SUMMATIVE:** Completion of the editing activity.

### Instructional Activities & Strategies

**ENGAGE:** (15 minutes) The class will begin with an example of a poorly edited album review. Students will listen to an album review, and in groups, they will identify key aspects of the audio content that they found ineffective. After 2 minutes, the groups will write their lists on the board. The instructor will then question each group on why they selected certain content. The class will then be instructed to consolidate their ideas and produce a list of issues the album review has.

**BUILD:** (15 minutes) The instructor should present the class with the three principles of producing audio content for an album review: no talking over lyrics, not straight talk, and play the songs being discussed. Each of these aspects for creating effective audio content will be explored and demonstrated in a prerecorded session for students to listen to as each aspect is presented.

**APPLY:** (45 minutes) The class will work to better understand how they can develop effective audio content for an album review by reediting the original album review. Students are to reorganize and edit the audio session to ensure that the review utilizes the 3 principles of effective audio content.
discussed previously in class. The instructor should be available to help the students operate the technology and offer suggestions for how they might fix aspects of the review.

**REFLECT:** (7 minutes) The class will stop their work with 5 minutes left in class to discuss how they can apply their findings and understanding of creating effective audio content as broadcasters in general. Students should hypothesize how they can apply these concepts to general speech and what it suggests about presenting content to an audience.

ANY ADDITIONAL INFORMATION
# LESSON PLAN – Album Review

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Half Day (Lesson 3 of 8)</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will be presented with their assessment for the topic. <em><strong>This daily lesson is to be taught on October 29 and October 30.</strong></em> <em><strong>These days are ½ day school days due to midterm testing.</strong></em></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>SWBAT:</td>
</tr>
<tr>
<td><strong>Common Core English Language Arts Standards:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Michigan Educational Technology Standards:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
| **Materials:** | Album Review Handout  
Album Review Rubric (See attachment in Assessment Plan) |
| **Other Resources:** | |
| **Vocabulary:** | Album Review |
| **Due:** | N/A |
| **Assignments:** | Select album to review and listen to it |
| **Assessment Strategies** | **FORMATIVE:** Class discussion on assessment expectations.  
**SUMMATIVE:** N/A |

## Instructional Activities & Strategies

| **ENGAGE:** | (5 minutes) The class will begin by readdressing how a station presents information to an audience. |
| **BUILD:** | (15 minutes) The class will be presented with their Album Review assessment, and the Album Review Rubric that goes along with the assessment. The instructor will review the assessment expectations with the students and go over what will be done for the following 5 work days. |
| **APPLY:** | N/A |
| **REFLECT:** | (10 minutes) The instructor will spend the final portion of class answering student questions. |

**ANY ADDITIONAL INFORMATION**
<table>
<thead>
<tr>
<th>LESSON PLAN – Album Review</th>
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<tr>
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<td><strong>Author:</strong></td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td><strong>Common Core English Language Art Standards:</strong></td>
</tr>
<tr>
<td><strong>Michigan Educational Technology Standards:</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
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<tr>
<td><strong>Other Resources:</strong></td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
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<tr>
<td><strong>Instructional Activities &amp; Strategies</strong></td>
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<tr>
<td><strong>ANY ADDITIONAL INFORMATION</strong></td>
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</tbody>
</table>
## LESSON PLAN – Album Review

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Work Day 2 (Lesson 5 of 8)</td>
</tr>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

### Enduring Understanding:
The students will improve their understanding of crafting informative speech to an audience by creating scripts for their album reviews.

### Objectives:
**SWBAT:**
Organize information appropriately and affectively for an audience.

### Common Core English Language Arts Standards:

- **CCSS.ELA-LITERACY.SL.9-10.4**—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Michigan Educational Technology Standards:
N/A

### Materials:
- Paper
- Pencil

### Vocabulary:
Due:
Talking points

### Assignments:
Continue writing the script

### Assessment Strategies
**FORMATIVE:** Selecting appropriate information and organizing it effectively.

**SUMMATIVE:** Completion of the script.

### Instructional Activities & Strategies

**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to have written the script for their album review. The class should be reminded of how to effectively organize content: talk about one aspect of the album at a time and organize the information in appropriate ways as taught in public speaking.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finish writing their script at home for the next class. The instructor should be available to answer questions and assist students in organizing their main points.

**REFLECT:** N/A

### ANY ADDITIONAL INFORMATION
<table>
<thead>
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<th><strong>LESSON PLAN – Album Review</strong></th>
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<tbody>
<tr>
<td><strong>Grade Level:</strong> 9—12</td>
</tr>
<tr>
<td><strong>Author:</strong> Kyle Linford</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong> The students will improve their understanding of crafting informative speech to an audience by creating scripts for their album reviews.</td>
</tr>
<tr>
<td><strong>Objectives:</strong> SWBAT: Organize information appropriately and affectively for an audience</td>
</tr>
<tr>
<td><strong>Common Core English Language Art Standards:</strong> CCSS.ELA-LITERACY.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
</tr>
<tr>
<td><strong>Michigan Educational Technology Standards:</strong> N/A</td>
</tr>
<tr>
<td><strong>Materials:</strong> Paper</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Due: N/A</td>
</tr>
<tr>
<td><strong>Assignments:</strong> Finish writing the script</td>
</tr>
<tr>
<td><strong>Assessment Strategies</strong></td>
</tr>
<tr>
<td><strong>FORMATIVE:</strong> Selecting appropriate information and organizing it effectively.</td>
</tr>
<tr>
<td><strong>SUMMATIVE:</strong> Completion of the script.</td>
</tr>
<tr>
<td><strong>Instructional Activities &amp; Strategies</strong></td>
</tr>
<tr>
<td><strong>ENGAGE:</strong> (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to have written the script for their album review. The class should be reminded of how to effectively organize content: talk about one aspect of the album at a time and organize the information in appropriate ways as taught in public speaking.</td>
</tr>
<tr>
<td><strong>BUILD:</strong> N/A</td>
</tr>
<tr>
<td><strong>APPLY:</strong> (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finish writing their script at home for the next class. The instructor should be available to answer questions and assist students in organizing their main points.</td>
</tr>
<tr>
<td><strong>REFLECT:</strong> N/A</td>
</tr>
</tbody>
</table>

ANY ADDITIONAL INFORMATION
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th>Title:</th>
<th>Work Day 4 (Lesson 7 of 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will improve their understanding of presenting informative speech to an audience by recording and editing their album reviews.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>SWBAT: Organize audio content appropriately and affectively for an audience. Utilize the effective audio techniques discussed in class for an album review. Produce audio content with vocal and music beds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common Core English Language Arts Standards:</strong></td>
<td><strong>Michigan Educational Technology Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.9-10.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td>9-12.CI.3—Use a variety of media and formats to design, develop, publish, and preserve projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.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.</td>
<td>9-12.TC.9—Participate in experiences associated with technology-related careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of context and tasks, demonstrating a command for formal English when indicated or appropriate.</td>
<td>9-12.TC.10—Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Audio Recording Technology</td>
<td><strong>Other Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>Electronic Devices with Audio Editing Software</td>
<td><strong>Vocabulary:</strong></td>
<td><strong>Due:</strong> Album review script</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td>Continue working on the recording of the album review</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Strategies</strong></td>
<td><strong>Instructional Activities &amp; Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FORMATIVE:</strong> Produce audio content effectively.</td>
<td><strong>ENGAGE:</strong> (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to have completed the recording and editing for their album review.</td>
<td></td>
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<tr>
<td><strong>SUMMATIVE:</strong> Completion of the recording.</td>
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</tbody>
</table>
**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment of recording the informative content in an effective way that was previously discussed in class. If students are not finished, they will continue their project during the next class. The instructor should be available to answer questions and assist students in working the technology.

**REFLECT:** N/A

ANY ADDITIONAL INFORMATION
<table>
<thead>
<tr>
<th>LESSON PLAN – Album Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level:</strong> 9—12</td>
</tr>
<tr>
<td><strong>Author:</strong> Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will improve their understanding of presenting informative speech to an audience by recording and editing their album reviews.

*** This daily lesson is a continuation of the previous day’s lesson.

**Objectives:**
- SWBAT: Organize audio content appropriately and affectively for an audience
- Utilize the effective audio techniques discussed in class for an album review
- Produce audio content with vocal and music beds

**Common Core English Language Art Standards:**
- **CCSS.ELA-LITERACY.SL.9-10.4**—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CCSS.ELA-LITERACY.SL.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.
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of context and tasks, demonstrating a command for formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
- **9-12.CI.3**—Use a variety of media and formats to design, develop, publish, and preserve projects.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.
- **9-12.TC.10**—Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)

**Materials:**
- Audio Recording Technology
- Electronic Devices with Audio Editing Software

**Other Resources:**

**Vocabulary:**

**Due:** N/A

**Assignments:** Finish the recording and editing of the album review

**Assessment Strategies**
- **FORMATIVE:** Produce audio content effectively.
- **SUMMATIVE:** Completion of the recording.

**Instructional Activities & Strategies**
- **ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to have completed the recording and editing for their album review.
**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment of recording the informative content in an effective way that was previously discussed in class. If students are not finished, they will need to complete their project at home for the next class. The instructor should be available to answer questions and assist students in working the technology.

**REFLECT:** N/A

ANY ADDITIONAL INFORMATION
Lesson Plan 2

Topic: News Writing
**LESSON PLAN – News Writing**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th><strong>Title:</strong> Developing a Story and Interview (Lesson 1 of 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Author:</strong> Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:**
The students will develop an understanding of how to effectively gather research and information to develop a news story, while analyzing the ethical responsibility of a radio station to bring unbiased news to a community.

**Objectives:**
SWBAT:
- Develop clear, open ended questions for an interview
- Describe the ethical responsibility of a station to present unbiased information
- Determine appropriate and credible research
- Determine whether or not information has a particular bias
- Identify both sides of an issue for a story

**Common Core English Language Arts Standards:**
- **CCSS.ELA-LITERACY.SL.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.
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
N/A

**Materials:**
- Question examples
- News story examples

**Other Resources:**

**Vocabulary:**
- Leads

**Due:** Album review

**Assignments:** Three potential news stories and sources

**Assessment Strategies**

**FORMATIVE:** Class discussion on how to gather information and determine its credibility.

**SUMMATIVE:** Completion of the mock interview.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) The class will begin by discussing a radio station’s community responsibility for presenting informative news to their audience. Students will be asked to reflect on and discuss these responsibilities. The instructor should question what type of news stations should broadcast and how the news should be presented. The discussion should be guided to utilizing informative speech with credible information for stories. The instructor should record student responses on the board.
**BUILD:** (30 minutes) With the topic of credible, informative news presented, the class will begin to discuss how they are able to develop one of these stories. The class should hypothesize how they can find potential stories or gather leads for the stories. Topics can include local newspapers, online websites, press releases, community venues, social media, etc. The class should then be questioned about how they can develop a story once they have collected a potential lead, similar to gathering a topic for an informative speech: they are to research the information. Research techniques, like gathering multiple, credible sources and verifying the information, will be presented. The class will be informed that alternative research tools may also be used, such as an interview. Students should suggest some of the benefits and drawbacks to interviews as compared to other research methods. They will then be questioned how to determine the credibility of a contact person. The instructor should guide the discussion to understanding the person’s position, involvement and connection with the story, bias, knowledge of the events, etc. With credibility explored, the class should then analyze how they might create bias or misinformation. The teacher should inform the class that a potential solution for this is in how we craft our questions. Students will be shown that interviewers are to ask questions that are fair to both sides of an argument or collect all forms of necessary information, and not just one side. Typical questions an interviewer can ask about a story include the who, what, when, where, why, and how questions. Additionally, any other questions are to be clear, open ended questions to let the individual answer by their own reasoning without our influence. These forms of questions are to be modeled and compared for the class. The instructor should utilize the board to record this information.

**APPLY:** (10 minutes) The class will work to better understand how they can interview someone for a potential story by creating a mock interview with a partner. The class will be divided into pairs so that students both develop questions for and interview each other. The scenario for the potential story will be provided to the students.

**REFLECT:** (7 minutes) The class will stop their work with 10 minutes left in class to discuss what information they noticed about the interview. They should inform the class about potential strategies they used and how further information was found from the interview. When class is completed, students are to be informed that they are to find 3 potential news stories for the next class period and bring in 2 sources of research that supports those stories. One of these resources may be an interview or a contact person who can later be interviewed. If students choose to have their research be a contact person, they are to include a list of questions they can ask the person.

**ANY ADDITIONAL INFORMATION**
### LESSON PLAN – News Writing

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th>Title:</th>
<th>Writing Techniques (Lesson 2 of 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
<td>Enduring Understanding:</td>
<td>The students will develop an understanding of how to effectively write a news story for broadcast.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>SWBAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write objectively without opinion or bias</td>
<td>Write brief and concise news stories</td>
</tr>
<tr>
<td>Organize stories in the four paragraph format</td>
<td></td>
</tr>
</tbody>
</table>

#### Common Core English Language Arts Standards:

**CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.W.9-10.2**—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.

**CCSS.ELA-LITERACY.W.9-10.2.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.

#### Michigan Educational Technology Standards:

N/A

#### Materials:

- English vs. News examples
- News story examples
- PowerPoint

#### Due:

Three potential news stories and sources

#### Assignments:

Write three news stories

#### Assessment Strategies

**FORMATIVE:** Class discussion on how to write broadcast stories.

**SUMMATIVE:** Completion of the mock news story.

#### Other Resources:

**Vocabulary:** Audio cut
<table>
<thead>
<tr>
<th>Instructional Activities &amp; Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGE: (5 minutes) The class will begin by observing the differences between a written news story and a traditional essay by exploring examples from each style. Students will compare and contrast the two pieces by listing similarities and differences that the instructor will write on the board. The instructor will then consolidate these ideas to demonstrate to students that news writing is different than traditional English: news is to be direct, brief, objective, and unbiased.</td>
</tr>
<tr>
<td>BUILD: (25 minutes) With the class having explored the general concept of news writing, the instructor will present a PowerPoint discussion on the general 4 paragraph style of writing created by Bill Keith and Timothy Thompson. Students are to be incorporated into the discussion by making connections to traditional research writing they do in their composition courses and suggesting examples. The discussion will begin by discussing the introduction in paragraph one. The goal for this paragraph is to introduce the audience to the thing being written about. After observing some examples, students are to suggest potential similarities and differences between a normal introduction in a speech or composition class and how it is structured for a news story. Students will observe that paragraph 2 is the body portion of the story. Students will be asked to connect their understanding of organizing speeches and essays to this paragraph: students should be asked, “How does our organization here relate to what we learned in public speaking or composition?” Responses should be geared to presenting the main points, while not embellishing with detail. The third paragraph will connect students back to the interview discussions they had the other day. This short few sentence paragraph is where students will incorporate their interview cut. They will be informed of the steps to introduce their audio cut most affectively: introduce the person in the audio by position then name, describe their response in the present tense, and write the introduction to the cut with the anticipation that the cut will not air. Students will then be asked to provide examples and demonstrations of this. The final paragraph will be connected to a traditional essay conclusion; however, students will observe that rather than trailing out their main ideas and readdressing them, broadcasters provide the little detail information that offers more information or external sources for the listener. Examples of this will be provided to students to better understand how stories are quickly concluded.</td>
</tr>
<tr>
<td>APPLY: (15 minutes) Students will demonstrate their understanding of this concept by making mock news stories of the sources they gathered for homework. Students will practice writing and organizing information in a way that presents an objective view on the story and informs the audience by using the 4 paragraph structure.</td>
</tr>
<tr>
<td>REFLECT: (7 minutes) The class will stop their work with 10 minutes left in class to reflect on how they are presenting information and if it is objective. Volunteers will share how they are organizing and presenting their information in a clear and direct way. When class is completed, students are to be informed that they are to write 3 potential news stories for the next class period using the sources they previously gathered. They will not need to finish the story they worked on in class, unless they want to use it for one of their homework assignments.</td>
</tr>
</tbody>
</table>

ANY ADDITIONAL INFORMATION
See attached PowerPoint link for specific lesson.
See attached PowerPoint link for specific lesson.
See attached PowerPoint link for specific lesson.
See attached PowerPoint link for specific lesson.
See attached PowerPoint link for specific lesson.
**LESSON PLAN – News Writing**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Broadcasting a Story (Lesson 3 of 7)</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:**
The students will develop an understanding of how to effectively present a news story for broadcast.

**Objectives:**
**SWBAT:**
- Identify the 5 different aspects of voice for news broadcasting (volume, pitch, rhythm, tempo, and timbre)
- Implement these 5 aspects of speech into news broadcasts appropriately
- Identify how these aspects help one’s credibility and prevent bias in a news story

**Common Core English Language Arts Standards:**
- **CCSS.ELA-LITERACY.SL.9-10.4**—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of context and tasks, demonstrating a command for formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
N/A

**Materials:**
- Recorded informative speeches
- Recorded news broadcasts

**Other Resources:**

**Vocabulary:**
- Volume
- Pitch
- Rhythm
- Tempo
- Timbre

**Due:** Three news story scripts

**Assignments:**
- Finalize story; set up an interview time; develop interview questions; and come up with 3 questions for the guest speaker
### Assessment Strategies

**FORMATIVE**: Class discussion on how to broadcast news stories and stylize vocals.

**SUMMATIVE**: Completion of the mock news broadcast.

### Instructional Activities & Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE</strong>: (5 minutes)</td>
<td>The class will begin by observing the differences between presenting news stories and a traditional informative speech by exploring recorded examples from each style. Students will compare and contrast the two pieces by listing similarities and differences that the instructor will write on the board. The instructor will then consolidate these ideas to demonstrate to students that news broadcasting is different than traditional speech because of its requirements for consistent volume; tight, slightly varied pitch; slow, consistent tempo; slightly varied rhythm; and very little timbre. The class will be informed that these requirements allow for an audience to clearly understand and evaluate the information being presented without being distracted or confused by the speech. The instructor should clarify the definitions for each of these terms as the class works through them.</td>
</tr>
<tr>
<td><strong>BUILD</strong>: (25 minutes)</td>
<td>With the class having observed the news broadcasting aspects of volume, pitch, rhythm, tempo, and timbre, the instructor will work through each of these categories to inform students on how to present informative material as news to an audience. As the instructor works through each of these aspects, they should clarify the definitions of these terms for the audience and model this behavior so that students can better understand how to implement them. The class should additionally work through these specific speech requirements by maintaining consistent volume for a particular phrase, and matching an instructor’s pitch as well as speed and rhythm. Additionally, students will be asked to demonstrate these aspects and contrast them with what they normally use for interpersonal communications or more formal speeches.</td>
</tr>
<tr>
<td><strong>APPLY</strong>: (15 minutes)</td>
<td>Students will practice their understanding of these concepts by presenting news stories in groups and having peers critique their presentations. The class will be organized into groups of 5 students. Each member will take a turn reading a script they wrote for the day’s class to their group, while the other members review the speaker’s volume, pitch, rhythm and tempo, and timbre. After providing the student with feedback, the next member will read their story so that the group can critique them. This will continue until all group members have had an opportunity to read a news story. It is recommended that group members have individual responsibilities to analyze just the speaker’s volume, pitch, etc.</td>
</tr>
<tr>
<td><strong>REFLECT</strong>: (7 minutes)</td>
<td>The class will stop their work with 10 minutes left in class to reflect on how these techniques are helpful for broadcasters; they are to hypothesize why broadcasters deviate from formal speech techniques to utilize these styles. The instructor should guide the discussion to focusing on improving one’s credibility and preventing biased speech from being used. The instructor should clarify the definition of biased speech and demonstrate the vocal differences to the students. When class is completed, students are to be informed of their next assessment. To prepare, students are to finalize a news story, set up an interview with a potential contact person, and develop interview questions. Students are also required to develop questions for the next class period’s guest speaker.</td>
</tr>
</tbody>
</table>

### ANY ADDITIONAL INFORMATION
### LESSON PLAN – News Writing

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Guest Speaker Jeff Defran (Lesson 4 of 7)</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

#### Enduring Understanding:
The students will improve their understanding of communication technology related fields.

#### Objectives:
- **SWBAT:**
  - Identify necessary communication and technology skills for working as a broadcaster
  - Identify recent trends in the broadcast industry
  - Identify shifting requirements for professional entering the broadcast field

#### Common Core English Language Art Standards:
- N/A

#### Michigan Educational Technology Standards:
- **9-12.TC.3**—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.

#### Materials:

#### Other Resources:

#### Vocabulary:
- WWJ Industry
- Due: N/A

#### Assignments:
- Finish editing talk breaks.

#### Assessment Strategies
- **FORMATIVE:** Asking the guest speaker questions
- **SUMMATIVE:** Writing 3 necessary skills for entering the broadcast field

#### Instructional Activities & Strategies
- **ENGAGE:** (2 minutes) The class will begin by introducing the students to Jeff Defran of WWJ 950AM. The class will be informed that they are to listen to Mr. Defran’s presentation and ask him questions during the Q&A section. Students are to be informed that they will need to identify 3 communication/technology skills necessary for entering the broadcast field before they leave.
- **BUILD:** N/A
- **APPLY:** (42 minutes) Guest speaker presentation.
- **REFLECT:** (10 minutes) Students are to ask questions about broadcast to Mr. Defran. Students may also use this time to write down the 3 necessary skills to be turned in before the end of class.

**ANY ADDITIONAL INFORMATION**
# LESSON PLAN – News Writing

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Work Day 1 (Lesson 5 of 7)</td>
</tr>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will improve their understanding of interview skills and question development by interviewing a contact person for their news writing assessment.

**Objectives:**
- SWBAT:
  - Develop clear, open ended questions
  - Determine an individual's bias
  - Utilize audio recording technology to record a phone interview

**Common Core English Language Arts Standards:**
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
- **9-12.CI.3**—Use a variety of media and formats to design, develop, publish, and preserve projects.
- **9-12.RI.1**—Develop a plan to gather information using various research strategies.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.
- **9-12.TC.12**—Demonstrate how to import/export text, graphics, or audio files.

**Materials:**
- Audio recording technology
- Electronic devices with Internet connections
- Phones

**Other Resources:**

**Vocabulary:**

**Due:** Interview questions

**Assignments:** Finish interview

**Assessment Strategies**
- **FORMATIVE:** Selecting appropriate questions for an interview.
- **SUMMATIVE:** Completion of the interview.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the day’s goal is to conduct a phone interview with a contact person for their news story. The class should be reminded of how to judge someone’s credibility.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finalize their interview for the next class. The instructor should be available to answer questions, assist students in developing appropriate questions, and getting appropriate contacts.

**REFLECT:** N/A

**ANY ADDITIONAL INFORMATION**
<table>
<thead>
<tr>
<th>LESSON PLAN - News Writing</th>
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<tbody>
<tr>
<td><strong>Grade Level:</strong> 9—12</td>
</tr>
<tr>
<td><strong>Author:</strong> Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will improve their understanding of news writing by writing news scripts for their news writing assessment.

**Objectives:**
- SWBAT:
  - Write objectively without opinion or bias
  - Write brief and concise news stories
  - Writing stories in the four paragraph format

**Common Core English Language Art Standards:**
- **CCSS.ELA-LITERACY.SL.9-10.4**—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.W.9-10.2**—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.
- **CCSS.ELA-LITERACY.W.9-10.2.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.

**Michigan Educational Technology Standards:**
- **9-12.RI.1**—Develop a plan to gather information using various research strategies
- **9-12.RI.4**—Distinguish between fact, opinion, point of view, and inference.

**Materials:**
- Electronic devices with word processing software

**Vocabulary:**

**Other Resources:**
- **Due:** Final interview
- **Assignments:** News script
<table>
<thead>
<tr>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMATIVE</strong>: Organizing information appropriately and utilizing effective language.</td>
</tr>
<tr>
<td><strong>SUMMATIVE</strong>: Completion of the news story script.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activities &amp; Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE</strong>: (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the day’s goal is to create a script for their news story. The class should be reminded of the four paragraph format to writing a story and the appropriate language to be utilized.</td>
</tr>
<tr>
<td><strong>BUILD</strong>: N/A</td>
</tr>
<tr>
<td><strong>APPLY</strong>: (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finalize their script for the next class. The instructor should be available to answer questions, assist students in developing appropriate language, and organize material to fit the required format.</td>
</tr>
<tr>
<td><strong>REFLECT</strong>: N/A</td>
</tr>
</tbody>
</table>

**ANY ADDITIONAL INFORMATION**
### LESSON PLAN – News Writing

<table>
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<tr>
<th>Grade Level:</th>
<th>9—12</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Work Day 3 (Lesson 7 of 7)</td>
</tr>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

#### Enduring Understanding:
The students will improve their understanding of communications and editing by recording their news stories for their news writing assessment.

#### Objectives:

**SWBAT:**
- Implement the 5 aspects of speech into news broadcasts appropriately
- Operate audio recording technology to create a single audio recording with 2 tracks of vocals

#### Common Core English Language Art Standards:

**CCSS.ELA-LITERACY.SL.9-10.4**—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of context and tasks, demonstrating a command for formal English when indicated or appropriate.

#### Michigan Educational Technology Standards:

**9-12.CI.3**—Use a variety of media and formats to design, develop, publish, and preserve projects.

**9-12.TC.9**—Participate in experiences associated with technology-related careers.

**9-12.TC.12**—Demonstrate how to import/export text, graphics, or audio files.

#### Materials:
- Recording technology
- Electronic devices with editing software
- Flash drives

#### Other Resources:

**Vocabulary:**
- Due: Final script
- Assignments: Final recording of news story

#### Assessment Strategies

**FORMATIVE:** Present information appropriately and utilizing effective speech techniques.

**SUMMATIVE:** Completion of the news story recording.

#### Instructional Activities & Strategies

**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the day. The instructor will inform students that the day’s goal is to create an
audio recording of their news story scripts that can be used for broadcast. The class should be reminded of the different speaking skills for news broadcasting and how to implement them in their speech.

| **BUILD:** | N/A |
| **APPLY:** | (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finalize their recordings for the next class. The instructor should be available to answer questions, assist students in operating the equipment, and clarify how to incorporate the different speaking skills. |
| **REFLECT:** | N/A |

ANY ADDITIONAL INFORMATION
Lesson Plan 3

Topic: On Air Personality/Sports Broadcasting
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th>Title:</th>
<th>Talking Points (Lesson 1 of 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will develop an understanding of how to effectively present information in a talk break by utilizing 6 speaking skills.

**Objectives:**
- SWBAT:
  - Identify the importance of tailoring their communications to an audience
  - Present information to an audience that highlights their own personalities
  - Organize material to be presented to an audience in an appropriate way

**Common Core English Language Art Standards:**
CCSS.ELA-LITERACY.SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
N/A

**Materials:**
Handouts

**Vocabulary:**
Air Check
Talk Break/Break

**Due:**
News Story Project

**Assignments:**
Write 3 talk break outlines and scripts

**Assessment Strategies**
- **FORMATIVE:** Class discussion the 6 types of speaking skills.
- **SUMMATIVE:** Completion of the talk break activity.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) The class will begin with a PreP activity. Students will be organized into groups based on their seating arrangements. Groups will be informed that they will have 2 minutes to list on the board everything that comes to mind when they think of qualities that make a good broadcaster. The instructor should monitor the time and make students aware of how much time is left. After the 2 minutes, the instructor should question groups about certain selections they made. The class will be asked to determine what is similar among the lists. They can then consolidate to feature the main qualities of a good broadcaster. The class will be informed to keep this in mind as they now explore the 6 general speaking skills.

**BUILD:** (15 minutes) The instructor will consolidate these ideas and connect them to the six different speaking skills developed by John Bommarito of Cumulus Media: talk to one person, have information to say, be brief, avoid jargon, front sell, and be yourself. As these topics are discussed, the instructor will model each of these techniques and ask the class to analyze their benefits. Once all six skills have been explored, the class should discuss how these techniques vary in style between different stations and hypothesize why broadcasters vary their speech for different stations. The instructor should guide this discussion to the topic of fitting a style to an audience and identify the importance an audience has on how a broadcaster presents their personality. The instructor should utilize the board to help organize this information and these different skills.
**APPLY**: (25 minutes) Students will apply their knowledge of these speaking skills by working on an air check activity. Students will be provided with handouts of a transcribed air check. They will be asked to identify the issues with the breaks on a separate sheet of paper and describe why the break was ineffective. Once explored, they will recreate these breaks in a way that utilizes these skills. They will rewrite how the break should have been said using these different skills.

**REFLECT**: (7 minutes) The students will review their final product, and as a class, edit the break to effectively use the different talking skills. Volunteers will be asked to share their edits and the rationale for them. They will also be asked to present their potential talk breaks. They should connect their talk breaks to the different talking skills.

When class is completed, students are to be informed that they are to utilize the 6 speaking techniques to write outlines and corresponding scripts for 3 potential talk breaks. This assignment is due Friday, October 20.

**RUBRIC**: N/A

**ANY ADDITIONAL INFORMATION**
Activity – Talk Break Analysis

Task: Below is the script of an air check for a local radio station. Read the break, and describe in a 6-9 sentences on a separate sheet of paper why the break is ineffective. Make sure to cite the specific speaking skills you think are not met. Once complete, you will edit the break and rewrite it how you believe it should have been said. You may edit the break any way that you see fit to make it effective. If you wish, you may even remove entire sentences and substitute them with something else.

Previous Script:

“Hey fans! This is Kyle comin’ at cha. You just heard “Bad Blood,” and I’m watching some bad blood right now on this video! It’s this couple fighting, and this dude is getting told off! Hilarious! If you like that song, you’d probably like this video. Plus, I hear deadmau5 might remix it soon. That’ll make it crispy! I know you guys out there want a new drop. Let’s take it away with some more in the next few hours.”

New Script:
**LESSON PLAN – On Air Personality/Sports Broadcasting**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Audience and Speech (Lesson 2 of 9)</td>
</tr>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:**
The students will develop an understanding of how to effectively identify and analyze an audience.

**Objectives:**
SWBAT:
- Identify the importance of tailoring their communications to an audience
- Identify who the audience they are speaking to is or trying to reach
- Determine effective techniques for presenting information to an audience based on existing information

**Common Core English Language Art Standards:**
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
- **9-12.RI.1**—Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- **9-12.TC.9**—Participate in experiences associated with technology-related careers

**Materials:**
- Handouts
- Audio recordings
- AllAccess.com account
- Arbitron ratings
- Electronic devices with Internet connections

**Vocabulary:**
- Air Check
- Talk Break/Break
- Demographics

**Due:** Talk Break Outlines

**Assignments:** Finish the audience research activity and write a potential survey for identifying an audience

**Assessment Strategies**
- **FORMATIVE:** Class discussion on varying skills for an audience and how an audience impacts a station.
- **SUMMATIVE:** Completion of the audience analysis activity.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) Students will be questioned on the 6 speaking skills covered the previous day. The instructor should then question students on why different broadcasters present these skills in different methods (vocal range, energy, tone, etc.). The driving question, “Why do broadcasters on different stations with different formats talk differently?” should be discussed by the class and possibilities proposed. The instructor should guide the discussion to connecting speech to an audience.

**BUILD:** (15 minutes) The class will be presented with the importance of an audience for determining how speaking skills are implemented. The class will discuss the speaking skills and observe how they can be modified for different audiences. The class should then be presented with the challenge of determining who the audience. The class should be presented with the technique of...
using a survey to collect information. The class should examine potential surveys and explore their statistical benefits and inaccuracies. Once explored, the class will transition into using existing information for determining an audience.

**APPLY:** (25 minutes) Students will look at a particular station format for a single radio market. Using AllAccess.com, students will identify what stations in that market fit that particular format and rank them on average listenership. Taking this information, students will research how those stations target their audiences. Students will research and analyze station on air content, websites, social media, apps, etc. to see how the stations connect to their audience and reflect their listenership. The analysis should identify the different aspects of these websites and other audience reaching tools as well as their main features. Using this analysis, students should compare and contrast the different stations aspects and determine the best techniques based on the ranking of the stations. Using this information, students will create a sample description of potential audience demographics for those stations and identify how each station either connects or deters listenership. See attached handout for specific instructions on how students will implement this research.

**REFLECT:** (7 minutes) The application activity will be stopped to allow the class to discuss their findings and reflect on their analysis. Volunteers will be asked to identify what information they have discovered and how they intend to use that information to identify potential audiences. When class is completed, students are to be informed that they are to finish this audience analysis for the next class period and create a potential survey for a sample population to gain input on audience preference.

**RUBRIC:** N/A

**ANY ADDITIONAL INFORMATION**
This lesson presents information that can be easily integrated with mathematics courses that explore surveying and statistical analysis.
Activity – Audience Analysis

Task: Radio stations need to properly identify and connect to their listeners to be successful. The issue, however, is to figure out who the listeners are and how to connect with them. To help better analyze an audience, you will be researching stations in a market and comparing how they attempt to connect with their audiences to their Arbitron ratings. When doing your research, you will be listening to the actual station as well as analyzing its social media presence, any apps, and other resources that are determined to be appropriate for research. You are to use AllAccess.com for the Arbitron ratings.

Music Format:

Market:

List stations that use this format in the selected market (Name and Call Letters):

Rank stations based on Arbitron ratings:

Research and list how the stations target their audiences:

List the similarities (Label with the stations):

List the differences (Label with the stations):
Determine the best techniques based on ratings:

Describe potential audiences for the stations:

Describe how one of the listed stations connects to its listeners (3-5 sentences):

Describe how one of the stations deters listenership (3-5 sentences):
**LESSON PLAN – On Air Personality/Sports Broadcasting**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th><strong>Title:</strong></th>
<th>Adapting Speech to Audience (Lesson 3 of 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author:</strong></td>
<td></td>
<td><strong>Kyle Linford</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will develop an understanding of how to effectively present information in a talk break by utilizing 6 speaking skills for a particular audience.

**Objectives:**

SWBAT:
- Identify the importance of tailoring their communications to an audience
- Present information to an audience that highlights their own personalities
- Organize material to be presented to an audience in a way that is appropriate for an audience

**Common Core English Language Arts Standards:**

**CCSS.ELA-Literacy.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**

N/A

**Materials:**

Audio recordings

**Other Resources:**

**Vocabulary:**

Air Check
Talk Break/Break

**Due:**

Audience analysis and survey

**Assignments:**

Talk break scripts for three breaks

**Assessment Strategies**

**FORMATIVE:** Class discussion the 6 types of speaking skills and how they can be implemented for different audiences.

**SUMMATIVE:** Completion of the talk break activity.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) Students will be asked to re-identify the 6 speaking skills. They will then listen to air checks from stations with different music formats. Together, the class should identify key differences between the two air checks in both vocal presentation and content. Students will then be asked to hypothesize why the differences help the stations. The instructor should guide this discussion to tailoring speech for an audience. The instructor should use the board to write the information.
**BUILD:** (10 minutes) With the topic of tailoring speech to a given audience already presented, the class will then present ways in which broadcasters can tailor their speech to a specific audience. The instructor will consolidate these aspects and utilize them to determine how to implement the 6 speaking skills for given audiences.

**APPLY:** (30 minutes) As a class, each of the speaking skills will be individually explored. The class will determine ways in which they can use these different skills for different audiences. To help practice this topic, students will work in groups for 5 minutes to develop a potential 20-30 second air check for a designated music format. Each group will create a single air check, and these air checks should follow the 6 speaking skills, while fitting the required format.

**REFLECT:** (7 minutes) Groups will present their air checks, and the class will analyze and critique the different techniques used to determine the effectiveness of the speech. When class is completed, students are to be informed that they are to recreate scripts for their previously written 3 talk break outlines that connect to the specified demographic they selected in the previous class.

**RUBRIC:** N/A

ANY ADDITIONAL INFORMATION
# Lesson Plan - On Air Personality/Sports Broadcasting

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Research and Talk Point Development (Lesson 4 of 9)</td>
</tr>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** The students will develop an understanding of how to effectively gather content and tailor it to a specific audience.

**Objectives:**
- SWBAT:
  - Determine appropriate research for finding content
  - Determine appropriate information for a specific audience
  - Utilize research techniques to determine what information is appropriate for an audience

**Common Core English Language Arts Standards:**
- **CCSS.ELA-LITERACY.SL.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.

**Michigan Educational Technology Standards:**
- **9-12.RI.1**—Develop a plan to gather information using various research strategies
- **9-12.RI.2**—Identify, evaluate, and select appropriate online sources to answer content related questions
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.

**Materials:**
- Audio recordings
- Electronic devices with Internet connections

**Vocabulary:**
- Air Check
- Talk Break/Break

**Due:**
- Audience analysis and survey

**Assignments:**
- Edit three scripts and find 10 talking points

## Assessment Strategies

**FORMATIVE:** Class discussion on how to gather and tailor content to an audience.

**SUMMATIVE:** Completion of the talk break editing and researching talk points.

### Instructional Activities & Strategies

**ENGAGE:** (5 minutes) The class will begin by readdressing an audience's influence on how to tailor speech on air. Then the class should hypothesize how the audience affects the content a broadcaster presents. The instructor should note what the students suggest on the board. The class will listen to 2 audio recordings of air checks from 2 different formats. They will then propose possible audiences or audience demographics that would fit these formats. These ideas will be consolidated and organized into main ideas.

**BUILD:** (25 minutes) With the influence an audience has on content observed, students will be questioned where they can find content to broadcast. To help explore where information for talking points can be found, students will be presented with a PowerPoint presentation with information from alternative resources that provide content for broadcast. The presentation will include researching information on social media, AllAccess and other industry websites, specific artist's websites, press releases, city websites, and interviews. The class will then explore techniques for determining the validity of content to determine if the information is factual.
**APPLY:** (15 minutes) The class will work to then enhance the air checks they wrote for homework by adding relevant content for a designated audience. Students should research at least 2 stations in the same format and identify some of the information they present to an audience and judge its effectiveness based on the Arbitron ratings.

**REFLECT:** (7 minutes) The class will stop their work with 10 minutes left in class to review materials they are using to gather information. They will share information they found and make recommendations for other students. When class is completed, students are to be informed that they are to finish editing their three scripts for homework and gather 10 talk points from 3 different sources.

**RUBRIC:** N/A

**ANY ADDITIONAL INFORMATION**
See attached PowerPoint link for this lesson.
See attached PowerPoint link for this lesson.
See attached PowerPoint link for this lesson.
# LESSON PLAN – On Air Personality/Sports Broadcasting

<table>
<thead>
<tr>
<th>Grade Level: 9—12</th>
<th>Title: Work Day 1 (Lesson 5 of 9)</th>
<th>Author: Kyle Linford</th>
</tr>
</thead>
</table>

## Enduring Understanding:
The students will improve their understanding of developing tailored content for an audience by working on finding information and crafting talk points for their 5 minute show assessment.

## Objectives:
**SWBAT:**
- Identify who the audience they are speaking to is or trying to reach
- Determine appropriate research for finding content
- Determine appropriate information for a specific audience that reflects audience preference

## Common Core English Language Art Standards:
- **CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Michigan Educational Technology Standards:
- **9-12.CC.3**—Collaborate in content-related projects that integrate a variety of media.
- **9-12.RI.1**—Develop a plan to gather information using various research strategies
- **9-12.RI.2**—Identify, evaluate, and select appropriate online sources to answer content related questions
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.

## Materials:
- Audio recording technology
- Electronic devices with Internet connections

## Other Resources:

## Vocabulary:

## Due:
Research talk points and develop playlist

## Assignments:
Finish creating talking points and playlist for a break

## Assessment Strategies
**FORMATIVE:** Selecting valid and appropriate sources for developing talking points which the teacher will check over individually in class

**SUMMATIVE:** Completion of the playlist and talking points.

## Instructional Activities & Strategies
**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to create a playlist for a show and research talking points. The class should be reminded of what resources can be used and how to judge if a source is valid or not.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finalize their playlist and create talking points at home for the next
class. The instructor should be available to answer questions and assist students in finding appropriate talking points.

**REFLECT:** N/A

**RUBRIC:** N/A

**ANY ADDITIONAL INFORMATION**
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Title: Work Day 2 (Lesson 6 of 9)</th>
<th>Author: Kyle Linford</th>
</tr>
</thead>
<tbody>
<tr>
<td>9—12</td>
<td>Enduring Understanding: The students will improve their understanding of how to effectively present information in a talk break by utilizing 6 speaking skills for a particular audience.</td>
<td></td>
</tr>
<tr>
<td>Objectives:</td>
<td>SWBAT: Identify the importance of tailoring their communications to an audience, Identify who the audience they are speaking to is or trying to reach, Present information to an audience that reflects audience preference, Organize material to be presented to an audience in an appropriate way</td>
<td></td>
</tr>
<tr>
<td>Common Core English Language Art Standards:</td>
<td>Michigan Educational Technology Standards:</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.11-12.4</strong>—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
<td><strong>9-12.CC.3</strong>—Collaborate in content-related projects that integrate a variety of media.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.SL.11-12.6</strong>—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
<td><strong>9-12.TC.3</strong>—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>9-12.TC.9</strong>—Participate in experiences associated with technology-related careers.</td>
<td><strong>9-12.TC.10</strong>—Identify common graphic, audio, and video file formats.</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>Other Resources:</td>
<td></td>
</tr>
<tr>
<td>Audio recording technology</td>
<td>Due: Research talk points and develop playlist.</td>
<td></td>
</tr>
<tr>
<td>Electronic devices with Internet connections</td>
<td>Assignments: Finish recording air checks.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FORMATIVE</strong>: Presenting information to a specific audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUMMATIVE</strong>: Completion of the effective recording.</td>
<td></td>
<td></td>
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<tr>
<td>Instructional Activities &amp; Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGAGE</strong>: (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to record the 5 minutes of air checks. The class should be reminded to utilize the 6 different speaking skills in a way that connects to their audience.</td>
<td></td>
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<tr>
<td><strong>BUILD</strong>: N/A</td>
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</tbody>
</table>
**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finish recording after school for the next class. The instructor should be available to answer questions and assist students in determining effective ways of presenting content.

**REFLECT:** N/A

**RUBRIC:** N/A

ANY ADDITIONAL INFORMATION
# LESSON PLAN – On Air Personality/Sports Broadcasting

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th>Title:</th>
<th>Work Day 3 (Lesson 7 of 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
<td></td>
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</tbody>
</table>

**Enduring Understanding:** The students will improve their understanding of how to effectively edit audio quality broadcast to a particular audience.

**Objectives:**

- **SWBAT:** Edit vocal audio to create quality material suitable for broadcast
- Organize material to be presented to an audience in an appropriate way

**Common Core English Language Arts Standards:**

- **CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Michigan Educational Technology Standards:**

- **9-12.CC.3**—Collaborate in content-related projects that integrate a variety of media.
- **9-12.TC.3**—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.
- **9-12.TC.10**—Identify common graphic, audio, and video file formats.

**Materials:**

- Audio editing technology
- Electronic devices with Internet connections

**Other Resources:**

**Vocabulary:**

Due: Final recordings of talk breaks.

Assignments: Finish editing talk breaks.

**Assessment Strategies**

- **FORMATIVE:** Using technology properly.
- **SUMMATIVE:** Completion of the effective editing.

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they have been working on for the next few days. The instructor will inform students that the lesson’s goal is to edit the 5 minutes of air checks.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to finish editing after school or during class the next two days. The instructor should be available to answer questions and assist students in using the technology appropriately.

**REFLECT:** N/A

**RUBRIC:** N/A

ANY ADDITIONAL INFORMATION
# LESSON PLAN – On Air Personality/Sports Broadcasting

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th><strong>Title:</strong> Guest Speaker John Bommarito (Lesson 8 of 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author:</strong></td>
<td>Kyle Linford</td>
<td></td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will improve their understanding of communication technology related fields.</td>
<td></td>
</tr>
</tbody>
</table>
| **Objectives:** | SWBAT:  
Identify necessary communication and technology skills for working as a broadcaster  
Identify recent trends in the broadcast industry  
Identify shifting requirements for professional entering the broadcast field | |

<table>
<thead>
<tr>
<th>Common Core English Language Arts Standards:</th>
<th>Michigan Educational Technology Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>9-12.TC.3—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.</td>
</tr>
<tr>
<td></td>
<td>9-12.TC.9—Participate in experiences associated with technology-related careers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th><strong>Other Resources:</strong></th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>Due:</strong> N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulus Media</td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Strategies</strong></th>
<th><strong>Assignments:</strong> Finish editing talk breaks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMATIVE:</strong> Asking the guest speaker questions</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMATIVE:</strong> Writing 3 necessary skills for entering the broadcast field</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Activities & Strategies

| **ENGAGE:** (2 minutes) The class will begin by introducing the students to John Bommarito of Ann Arbor's 107one. The class will be informed that they are to listen to Mr. Bommarito's presentation and ask him questions during the Q&A section. Students are to be informed that they will need to identify 3 communication/technology skills necessary for entering the broadcast field before they leave. | |
| **BUILD:** N/A | |
| **APPLY:** (42 minutes) Guest speaker presentation. | |
| **REFLECT:** (10 minutes) Students are to ask questions about broadcast to Mr. Bommarito. Students may also use this time to write down the 3 necessary skills to be turned in before the end of class. | |
| **RUBRIC:** N/A | |

ANY ADDITIONAL INFORMATION
**Lesson Plan - On Air Personality/Sports Broadcasting**

**Grade Level:** 9—12  
**Title:** Guest Speaker Ira Weinrab and Sam Webb (Lesson 9 of 9)  
**Author:** Kyle Linford

**Enduring Understanding:**  
The students will improve their understanding of communication technology related fields.

**Objectives:**  
SWBAT:  
- Identify necessary communication and technology skills for working as a broadcaster  
- Identify recent trends in the broadcast industry  
- Identify shifting requirements for professional entering the broadcast field

<table>
<thead>
<tr>
<th>Common Core English Language Art Standards</th>
<th>Michigan Educational Technology Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>9-12.TC.3—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.</td>
</tr>
<tr>
<td></td>
<td>9-12.TC.9—Participate in experiences associated with technology-related careers.</td>
</tr>
</tbody>
</table>

**Materials:**  
Cumulus Media Industry

**Other Resources:**

**Vocabulary:**  
Due: N/A

**Assignments:** Finish editing talk breaks.

**Assessment Strategies**  
**FORMATIVE:** Asking the guest speakers questions  
**SUMMATIVE:** Writing 3 necessary skills for entering the broadcast field

**Instructional Activities & Strategies**  
**ENGAGE:** (2 minutes) The class will begin by introducing the students to Ira Weinrab and Sam Webb of Sports Talk 1050 WTKA. The class will be informed that they are to listen to Mr. Weinrab’s and Mr. Webb’s presentation and ask them questions during the Q&A section. Students are to be informed that they will need to identify 3 communication/technology skills necessary for entering the broadcast field before they leave.

**BUILD:** N/A

**APPLY:** (42 minutes) Guest speaker presentation.

**REFLECT:** (10 minutes) Students are to ask questions about broadcast to Mr. Weinrab and Mr. Webb. Students may also use this time to write down the 3 necessary skills to be turned in before the end of class.

**RUBRIC:** N/A

**ANY ADDITIONAL INFORMATION**
Lesson Plan 4

Topic: Programming
<table>
<thead>
<tr>
<th>LESSON PLAN – Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level:</strong> 9—12</td>
</tr>
<tr>
<td><strong>Author:</strong> Kyle Linford</td>
</tr>
<tr>
<td><strong>Enduring Understanding:</strong> The students will develop an understanding of how to develop a tailored brand to an audience for broadcast.</td>
</tr>
</tbody>
</table>
| **Objectives:** SWBAT:  
- Develop a brand for a specific audience  
- Utilize quantitative data to determine brand effectiveness  
- Incorporate various research techniques to identify branding strategies |
| **Common Core English Language Arts Standards:** N/A |
| **Michigan Educational Technology Standards:**  
- **9-12.RI.1**—Develop a plan to gather information using various research strategies |
| **Materials:**  
- Brand Examples  
- Electronic devices with Internet connection |
| **Other Resources:**  
- **Vocabulary:** Programming, Program Director, Branding, Slogan, Market  
- **Due:** 5 minutes radio show  
- **Assignments:** Complete branding activity and interview 3 people about their listening preference |
| **Assessment Strategies**  
- **FORMATIVE:** Class discussion on creating a brand  
- **SUMMATIVE:** Completion of the branding activity |
| **Instructional Activities & Strategies** |
| **ENGAGE:** (15 minutes) The class will begin by having students work in groups to determine what they observe to be ineffective in a station's general programming by exploring different scenarios where stations are disconnected from their audience. Students are to be placed in groups of 3 based on their seating arrangements and informed that they are to listen to recordings of different, low performing stations and determine as a group what the issues with the stations are and why they can be viewed as ineffective. After 5 minutes, groups will be asked to share their findings and explain why they view the station as ineffective. The teacher should connect all of these ideas back to the topic of programming. |
| **BUILD:** (25 minutes) The instructor will inform the class that the topic of this section is programming. The instructor will define programming and explain how it utilizes audience analysis to determine all aspects of a radio station's broadcast. One of the main areas where programming affects a station is in its overall format. Students are to be informed that formatting and branding a station determine the general structure for how the station will operate and be presented to an audience. In particular, the class is to be informed that branding presents the audience with a view of how the station defines itself. The class will explore examples from Ann Arbor's 107one, Sports Talk 1050 WTKA, and 88.1 The Park. |
| **APPLY:** (20 minutes) The class will work to better understand how they can develop a station brand by analyzing current stations marketing strategies and creating a mock station. Students will begin |
by selecting a format for their mock station. They will then research how other stations in their market brand themselves and compare these branding strategies to the stations ratings on Arbitron. Students will then determine a name and slogan for their station, while providing a rationale. A description of the targeted audience should be included in the rationale.

**REFLECT:** (5 minutes) The class will stop their work to discuss how they determined a brand for their station and what audience they are targeting. Students are to explain what strategies they are utilizing to determine the overall effectiveness of their brand, while citing quantitative data from Arbitron. Students should be questioned, “What information did you use to determine this brand’s effectiveness?”

When class is completed, students are to be informed that they are to finish creating a brand for the next class period as well as ask 3 people in this radio market what do they listen to on the radio and what do they want to hear more of on the radio. Students are to record these answers and be prepared to share them for the next day’s class.

ANY ADDITIONAL INFORMATION
Branding a Station

**Task**: You will be working to brand your own radio station. Follow the steps below to hypothesize a potential branding strategy, research the brand’s effectiveness with Arbitron, and develop a final decision for your station’s brand.

---

**Hypothesis**

Radio Market:

Initial Music Format:

Initial Branding Strategy:
- Name
- Slogan
- Method for Targeting Audience

---

**Research**

Stations in the market currently using this format:
*Include their name, slogan, and last three Arbitron ratings*

List how these stations target their audiences:
Refine Hypothesis
Reevaluate your initial brand and describe its overall effectiveness in 5-8 sentences:

Conclusion
Final Branding Strategy:
- Name
- Slogan
- Method for Targeting Audience

Rationale
Explain why you chose this brand in 8-11 sentences. Does your decision reflect the data from Arbitron? Why or why not?
<table>
<thead>
<tr>
<th>LESSON PLAN – Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level:</strong></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
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<tr>
<td><strong>Author:</strong></td>
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<tr>
<td><strong>Enduring Understanding:</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td><strong>Common Core English Language Arts Standards:</strong></td>
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<tr>
<td><strong>Michigan Educational Technology Standards:</strong></td>
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<tr>
<td><strong>Materials:</strong></td>
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<td><strong>Vocabulary:</strong></td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
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<tr>
<td><strong>FORMATIVE:</strong></td>
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<tr>
<td><strong>SUMMATIVE:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activities &amp; Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE:</strong></td>
</tr>
</tbody>
</table>
**BUILD:** (25 minutes) The instructor will connect what students have hypothesized with the importance an audience has on determining a station’s format. For this section, the focus will be placed on musical format. The class will discuss how to determine what an audience wants to hear on the radio by discussing two research techniques. These techniques are surveys and utilizing current statistical information. The instructor should inform the class about how surveys are utilized as well as their benefits and drawbacks. They can then discuss how to utilize statistical information from Arbitron and general community trends to approximate what formats stations should focus on for their communities. To help present this to the class, the instructor will show the students how to access the Arbitron ratings and analyze them by first defining what is considered a good vs bad ratings and then seeing if these ratings are consistent with past scores.

**APPLY:** (20 minutes) The class will work to better understand how they can identify an effective musical format by determining a musical format for their mock station. Students will begin by selecting a format for their mock station. They will then research the Arbitron ratings of stations that share the same or similar formats in their radio market. Students will determine the overall effectiveness of this format by reviewing these ratings and observing the market response. Students will then determine whether or not they would utilize this format. If so, students must provide a rationale for why they selected it and how they believe their selection will fit with the market to satisfy either the Arbitron ratings or deviate from them.

**REFLECT:** (5 minutes) The class will stop their work to discuss how they determined what musical format they believe would be affective for the local radio market. Students are to present what reasoning they offer for this format choice and how they believe it will connect with their target audience.

When class is completed, students are to be informed that they are to finish this project for the next class period.

**ANY ADDITIONAL INFORMATION**
Formatting a Station

**Task:** You will be working to format your own radio station. Follow the steps below to hypothesize a potential format, research the format’s effectiveness with Arbitron, and develop a final decision for your station’s music format.

---

**Hypothesis**
Radio Market You Are In:

Initial Music Format:

Initial Method for Targeting Your Audience:

---

**Research**
Stations in the market currently using this format:
*Include their name, slogan, and last three Arbitron ratings

List how these stations target their audiences:
*Explore their website, social media, listen to the station, etc.
*Anything they do to connects with the audience
Refine Hypothesis
Reevaluate your initial music format and describe, in 5-8 sentences, how it connects to other stations in your market:

Conclusion
Final Station Format:

Rationale
Explain why you chose this format in 8-11 sentences. Does your decision reflect the data from Arbitron? Why or why not?
# LESSON PLAN - Programming

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Song Selection (Lesson 3 of 9)</td>
</tr>
<tr>
<td>Author:</td>
<td>Kyle Linford</td>
</tr>
</tbody>
</table>

**Enduring Understanding:**
The students will develop an understanding of how to select specific songs using quantitative data for an audience.

**Objectives:**
- **SWBAT:**
  - Determine a song’s current effectiveness
  - Identify trends in individual song’s chart placement

**Common Core English Language Arts Standards:**
N/A

**Michigan Educational Technology Standards:**
- 9-12.RI.1—Develop a plan to gather information using various research strategies

**Materials:**
- Electronic devices with Internet connection
- Projector
- Sample Playlists

**Other Resources:**

**Vocabulary:**
- Spins
- Billboard Charts

**Due:**
- Station music format

**Assignments:**
- Playlist analysis

**Assessment Strategies**
- **FORMATIVE:** Class discussion on interpreting music data
- **SUMMATIVE:** Completion of the playlist analysis activity

**Instructional Activities & Strategies**

**ENGAGE:** (15 minutes)
The class will begin by having students list 10-15 songs in their music format area. Students are to work on this individually for 3 minutes. Then, they will move into groups based on their similar format. The students will then sort through all of their individual playlists to observe similarities or differences for 5 minutes. Each student is to place a check mark next to every song they list that is also listed by another student. When they have sorted through each playlist, groups will discuss why they suspect there are differences in the playlists for 2 minutes. The class will then share their thoughts. The instructor can then question the class if their music selections would have changed based on others’ playlists and how they can determine what songs should make up a playlist.

**BUILD:** (13 minutes)
The class should be made aware of the constantly altering musical influences stations have. They should be informed that new music is always circulating and genres changing. As a way of tracking this, stations can follow current charts in their related music formats. The instructor should use the overhead projector to show students where to locate Billboard charts on AllAccess.com. While examining the charts, the instructor should show the students how songs are tracked for movement on the list. The class should be informed that placement on the charts and rate of movement indicate how a song will perform with audiences. The instructor should also show students how to find what other stations are currently giving the songs spins.

**APPLY:** (20 minutes)
Students will work to understand how they can develop an effective playlist by analyzing sample playlists from stations. Students will work individually to analyze these playlists by comparing the song selections to current chart placement. Students will record whether they support each song selection and describe why or why not. They should then describe the overall
effectiveness of this playlist and provide a possible rationale for supporting the playlist or not.

**REFLECT:** (5 minutes) The class will stop their work to discuss how they determined what songs they believed to be effective or not and how they judged the overall influence it had on the station. This discussion should include how they view the stations connecting to their audiences. When class is completed, students are to be informed that they are to finish this project for the next class period.

ANY ADDITIONAL INFORMATION
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<td><strong>Objectives:</strong></td>
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<td>Hour Clock Template</td>
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<tr>
<td>Calculator</td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
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<tr>
<td><strong>FORMATIVE:</strong></td>
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</tbody>
</table>
think of the layout; and then what questions it brings up for them. The instructor should then answer these questions by exploring the 60 minute breakdown and informing students on how they can determine a clock’s layout by identifying how much time they want spent on certain aspects of their programming. The essential question they should answer is, “What is/are the main focus(es) of the hour?” The instructor should then provide students with a description of how other music formats differentiate their hour: AAA focuses mainly on the music but allows for detailed talk breaks; Top 40 and country talk over the introduction music to songs and keep their breaks very short; and specialty shows incorporate different features in their programming.

**APPLY:** (20 minutes) Students will work to understand how they can develop an effective playlist by analyzing their mock station’s goals for its programming by answering the essential question. They are to then evenly divide up the time in a 60 minute hour to fit all of the identified programming selections.

**REFLECT:** (5 minutes) The class will stop their work to discuss how and why they structured their hour the way they did. This discussion should include their musical format selection and a list of the features they are including.

When class is completed, students are to be informed that they are to finish this project for the next class period.

**ANY ADDITIONAL INFORMATION**
Clock Hour

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<tr>
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<tr>
<td>:01</td>
<td>Recorded Music Sponsor</td>
</tr>
<tr>
<td>:02</td>
<td>Recorded Music Kickoff Sweeper</td>
</tr>
<tr>
<td>:03</td>
<td>Song #1</td>
</tr>
<tr>
<td>:04</td>
<td>Recorded Sweeper</td>
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<tr>
<td>:05</td>
<td>Song #2</td>
</tr>
<tr>
<td>:06</td>
<td>:09 LIVE DJ Break - Over Song Intro :20</td>
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<tr>
<td>:07</td>
<td>Song #3</td>
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<tr>
<td>:08</td>
<td>:13 Recorded Sweeper</td>
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<tr>
<td>:09</td>
<td>Song #4</td>
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<tr>
<td>:10</td>
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<tr>
<td>:11</td>
<td>Song #5</td>
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<tr>
<td>:12</td>
<td>:21 LIVE DJ Break - Station Liner :20</td>
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<tr>
<td>:13</td>
<td>Song #6</td>
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<tr>
<td>:14</td>
<td>:25 Recorded Sweeper</td>
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<tr>
<td>:15</td>
<td>Song #7</td>
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<tr>
<td>:16</td>
<td>:29 LIVE DJ Break - Over Song Intro :20</td>
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<td>:17</td>
<td>Song #8</td>
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<tr>
<td>:18</td>
<td>:33 Recorded Sweeper</td>
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<tr>
<td>:19</td>
<td>Song #9</td>
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<td>:20</td>
<td>:37 LIVE DJ Break - Community Info :20</td>
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<td>:21</td>
<td>Song #10</td>
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<tr>
<td>:22</td>
<td>:41 Recorded Sweeper</td>
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<tr>
<td>:23</td>
<td>Song #11</td>
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<tr>
<td>:24</td>
<td>:45 LIVE DJ Break - Sports Toaste :20</td>
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<tr>
<td>:25</td>
<td>Song #35</td>
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<td>:26</td>
<td>:49 Recorded Sweeper</td>
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<tr>
<td>:27</td>
<td>Song #56</td>
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<tr>
<td>:28</td>
<td>:53 LIVE DJ Break - Station Liner :20</td>
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<tr>
<td>:29</td>
<td>Song #17</td>
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<tr>
<td>:30</td>
<td>:57 LIVE DJ Break - Station Liner :30</td>
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<tr>
<td>:31</td>
<td>:57 Recorded Station Promo</td>
</tr>
<tr>
<td>:32</td>
<td>:58 Recorded PSA</td>
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<tr>
<td>:33</td>
<td>:59 Recorded Donor Announcement</td>
</tr>
<tr>
<td>:34</td>
<td>TOTAL CLOCK</td>
</tr>
</tbody>
</table>

Key

- S: Sweeps
- N: News
- PSA: PSA
- Promo: Promo
- Donor Announcement: Donor Announcement

-0.2 min
-0.3 min
-0.5 min
-1 min
-3 min
-4 min
-60 min
Hour Clock Template
Task: Break
<table>
<thead>
<tr>
<th><strong>LESSON PLAN – Programming</strong></th>
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<tbody>
<tr>
<td><strong>Grade Level:</strong></td>
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<td><strong>Author:</strong></td>
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<tr>
<td><strong>Enduring Understanding:</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<td><strong>Vocabulary:</strong></td>
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<tr>
<td><strong>Due:</strong></td>
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<tr>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategies</strong></td>
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</tbody>
</table>

**Instructional Activities & Strategies**

**ENGAGE:** (10 minutes) The class will begin by having students explore the topic of arranging particular songs in different ways. The instructor should place poster paper on 4 different walls in a classroom. The poster papers should have phrases that say, “Big hit songs first,” “Big hit songs last,” “Big hit songs mixed with other songs throughout hour,” and “Only play big songs for the format.” The students should be told to stand next to the poster they feel the most appropriate for when organizing different music throughout the hour. The instructor should question students on why they selected the posters they did. Then the class should hypothesize how to categorize songs and determine their order. After students have had a chance to respond, the instructor should inform the class that they will need to first determine the overall effect they want the music to have on the audience. This will be covered later in the lecture.

**BUILD:** (20 minutes) The class will be informed of the 5 different song categories for a station: power, medium, recurrent, gold, and vintage. They should also be provided an approximation of the amount of songs in the categories. While the power category usually includes 6 songs and medium has about 13, the recurrent and golden songs are much larger. The goal for the clock should be to highlight the power songs a few times in the hour, while filling time with a mix of other categories to maintain the audience's interest. The instructor should inform the students that the general rotation order follows Power-Reoccurring-Gold-Medium-Vintage-Reoccurring-Gold-Power-Reoccurring.
Medium-Vintage-Reoccurring-Gold. Students are to then hypothesize why this order is utilized. The instructor should guide the class discussion to the topic of promoting the new music to gather attention, while offering neutral reoccurring and gold tracks for the whole audience. The instructor should highlight that a nostalgia effect is important when structuring a clock, so mixing reoccurring and gold tracks is helpful for keeping an audience with songs proven to continuously be appreciated.

**APPLY:** (18 minutes) Students will work to understand how they can develop an effective rotation by categorizing selected songs and ordering them in this rotation. Students are to identify potential songs they could play on their mock station, determine what category they would fit in, and organize them appropriately. Students should provide a rationale on a separate sheet of paper for why they categorized these songs in the way they did.

**REFLECT:** (5 minutes) The class will stop their work to discuss how they determined what songs fit into the specific categories. Students should provide criteria for their mock station’s selection. When class is completed, students are to be informed that they are to finish this project for the next class period.

**ANY ADDITIONAL INFORMATION**
Sample Hour

:00 Legal ID
:00 Recorded News/Community Story
:01 Recorded Hourly Music Sponsor
:01 Recorded Music Kickoff Sweeper
A Maroon 5 Moves Like Jagger
R Daughtry September
:09 LIVE DJ Break - Over Song Intro :20
G Kid Rock All Summer Long
B Coldplay Every Teardrop is a Waterfall
V Journey Don't Stop Believin'
:21 LIVE DJ Break - Station Liner :20
R Bruno Mars Just The Way You Are
O OPEN REQUEST
:29 LIVE DJ Break - Over Song Intro :20
G Finger 11 Paralyzer
A Adele Rolling in the Deep
:37 LIVE DJ Break - Community Info :20
R Jason Mraz I'm Yours
B Mumford & Sons Little Lion Man
:45 LIVE DJ Break - Sports Tease :20
V Bon Jovi Living on a Prayer
R Pink Perfect
:53 LIVE DJ Break - Station Liner :20
G The Fray How To Save a Life
:57 LIVE DJ Break - Station Liner :31
:57 Recorded Station Promo
:58 Recorded PSA
:59 Recorded Donor Announcement
## LESSON PLAN – Programming

### Grade Level: 9—12

### Title: Guest Speaker Jay Kruz (Lesson 6 of 9)

### Author: Kyle Linford

### Enduring Understanding:
The students will improve their understanding of communication technology related fields.

### Objectives:

**SWBAT:**
- Identify necessary communication and technology skills for working as a broadcaster
- Identify recent trends in the broadcast industry
- Identify shifting requirements for professional entering the broadcast field

### Common Core English Language Art Standards:
N/A

### Michigan Educational Technology Standards:
- **9-12.TC.3**—Explore career opportunities, especially those related to science, technology, engineering, and mathematics, and identify their related technology skill requirements.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.

### Materials:

### Other Resources:

### Vocabulary:
**Due:** Organized playlist

### Assignments:
Identify a music format for the 1 hour radio show.

### Assessment Strategies

**FORMATIVE:** Asking the guest speaker questions

**SUMMATIVE:** Writing 3 necessary skills for entering the broadcast field

### Instructional Activities & Strategies

**ENGAGE:** (2 minutes) The class will begin by introducing the students to Jay Kruz of Mix 94.9. The class will be informed that they are to listen to Mr. Kruz’s presentation and ask him questions during the Q&A section. Students are to be informed that they will need to identify 3 communication/technology skills necessary for entering the broadcast field before they leave.

**BUILD:** N/A

**APPLY:** (42 minutes) Guest speaker presentation.

**REFLECT:** (10 minutes) Students are to ask questions about broadcast to Mr. Kruz. Students may also use this time to write down the 3 necessary skills to be turned in before the end of class.

### ANY ADDITIONAL INFORMATION
## LESSON PLAN – Album Review

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9—12</th>
<th>Title: Work Day 1 (Lesson 7 of 9)</th>
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<tr>
<td><strong>Enduring Understanding:</strong></td>
<td>The students will improve their understanding of developing a playlist for an audience by selecting appropriate songs for a produced show.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>SWBAT: Identify appropriate songs for a particular format Make decisions based on quantitative data</td>
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<tr>
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<td><strong>Assignments:</strong></td>
<td>Select music for the show</td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
<td><strong>FORMATIVE:</strong> Selecting appropriate songs. <strong>SUMMATIVE:</strong> Completion of the music selection.</td>
<td></td>
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</tr>
<tr>
<td><strong>Instructional Activities &amp; Strategies</strong></td>
<td><strong>ENGAGE:</strong> (5 minutes) The class will begin by reminding students of the project they will be working on for the next few days. The instructor will inform students that the lesson’s goal is to have selected appropriate music for their show’s playlist. The class should be reminded where to find Billboard charts. <strong>BUILD:</strong> N/A <strong>APPLY:</strong> (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to select the music for the next class. The instructor should be available to answer questions and assist students in finding appropriate songs. <strong>REFLECT:</strong> N/A</td>
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<tr>
<td><strong>ANY ADDITIONAL INFORMATION</strong></td>
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<td><strong>Enduring Understanding:</strong></td>
<td>The students will improve their understanding of developing a playlist for an audience by organizing songs appropriately for a produced show.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>SWBAT: Identify appropriate organization for a particular format</td>
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<td>Complete playlist for the show</td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
<td>FORMATIVE: Organizing songs appropriately. SUMMATIVE: Completion of the playlist.</td>
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</table>

### Instructional Activities & Strategies

**ENGAGE:** (5 minutes) The class will begin by reminding students of the assessment project they will be working on for the next few days. The instructor will inform students that the lesson's goal is to have organized music appropriately for their show’s playlist. The class should be reminded to determine what the main focus of their hour should be.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are not finished, they will need to organize the playlist for the next class. The instructor should be available to answer questions and assist students in organizing songs appropriately.

**REFLECT:** N/A

ANY ADDITIONAL INFORMATION
**LESSON PLAN – Album Review**

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<td>Kyle Linford</td>
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**Enduring Understanding:** The students will improve their understanding of developing a show for an audience by recording and editing their produced show.

**Objectives:**
- SWBAT:
  - Identify who the audience they are speaking to is or trying to reach
  - Tailor their communications to an audience
  - Present information to an audience that reflects audience preference
  - Organize material to be presented to an audience in an appropriate way

**Common Core English Language Arts Standards:**
- **CCSS.ELA-LITERACY.SL.11-12.4**—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **CCSS.ELA-LITERACY.SL.11-12.6**—Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Michigan Educational Technology Standards:**
- **9-12.CC.3**—Collaborate in content-related projects that integrate a variety of media.
- **9-12.TC.9**—Participate in experiences associated with technology-related careers.
- **9-12.TC.10**—Identify common graphic, audio, and video file formats.

**Materials:**
- Audio Recording Technology
- Electronic Devices with Audio Editing Software

**Other Resources:**
- **Due:** Playlist
- **Assignments:** Complete one hour radio show

**Assessment Strategies**
- **FORMATIVE:** Affectively producing show
- **SUMMATIVE:** Completion of one hour radio show

**Instructional Activities & Strategies**

**ENGAGE:** (5 minutes) The class will begin by reminding students of the project they will be working on for the day. The instructor will inform students that the lesson’s goal is to have recorded and edited their show’s playlist. The class should be reminded to utilize the main focus of the show and tailor their speech to fit that format.

**BUILD:** N/A

**APPLY:** (50 minutes) Students will have the entire class to work on their assignment. If students are
not finished, they will need to finalize their show for the next class. The instructor should be available to answer questions and assist students in operating the technology.

**REFLECT:** N/A

ANY ADDITIONAL INFORMATION