West Windsor-Plainsboro Regional School District
Broadcast Writing Grades 9-12

Unit 0: Broadcast Writing

Content Area: Broadcast Writing

Course & Grade Level: Broadcast Writing - Grade 12

Summary and Rationale

The West Windsor-Plainsboro Regional School District recognizes the importance of the study 21st Century Life and Careers standards. Additionally, it is also believed this learning should not be taught in isolation and cross curricular and career ready practices are embedded in every unit of study. Unit 0 is incorporated into each unit of study of this curricular document.

Recommended Pacing:

ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.

Interdisciplinary Connections

Grades 9-10

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Broadcast Writing

Content Area: Language Arts

Course & Grade Level: Broadcast Writing, 9-12

Summary and Rationale

Since society is, of necessity, a technical society, it becomes the major responsibility of schools to guide students to develop the skill of understanding this technology as well as utilizing this technology. This course is designed for a one year term in introductory broadcasting. It is directed toward high school students who aspire to be either responsible consumers of broadcasting in society or practicing professionals in broadcasting or related fields. It is also for students to ascertain greater appreciation of the broadcast media. The course goes beyond names and dates by integrating broadcasting into the wider realm of telecommunication and human interaction. It assists students in public speaking and reading skills as well as building self-confidence. Along with studies on the historical and contemporary aspects of radio and television, subjects such as the broadcast audience and effects, cable, uses of satellites and microwaves, rating regulations and regulatory issues, research in broadcasting and advertising and economics will be spanned. Noncommercial and educational radio affords excellent opportunities for beginners in broadcasting. There is freedom to explore a multitude of broadcast experiences without the fear of losing sponsors, revenue or your job. There is also a chance to participate in each of the various departments and apply all the talents you have. This course is directed toward students who are planning to work in the high school radio station and to those who might be considering radio as a career. It tells them what job opportunities are available and what kind of preparation is necessary. Working in radio is fun–there is no question about it. But the student of Broadcasting must also be aware of the responsibility. Even a low-powered station has the potential of reaching tens of thousands of people. Anyone who opens a microphone must recognize the power and influence that radio has. An announcer or disk jockey can speak to as many people in one day of normal operation as the average person is able to reach in a lifetime. And one never knows who in the audience is going to listen and act upon what is said.

Recommended Pacing

135 days

State Standards

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Instructional Focus

Unit Enduring Understandings

- Audience and purpose (e.g. inform, entertain, motivate, persuade, provoke) influence the writer's and speaker's technique

Unit Essential Questions

- What do good speakers sound like?
- Who will listen?
- How can I make my words more effective?

Objectives

Students will know:

- The history of broadcasting.

- The development of broadcast forms and types.
- The importance of self-regulation.
- How to create, produce and broadcast varying types of programming.

Students will be able to:

- Understand the meaning of the terms broadcast, communicate
- Diagram and explain the components of the basic model of communication
- Discuss broadcasting as a form of mass communication
- List the contributions of Henrich Hertz, Marconi, Thomas Edison, J. Ambrose Fleming, Reginald Fesseuden and Lee deForest to the early wireless
- Trace the development of the pioneer radio stations
- Tell what led to the formation of RCA
- Describe how commercial broadcasting started
- Describe the background and impact of FM broadcasting
- Understand the theory of the electro-magnetic spectrum and electro-magnetic waves
- Describe how AM and FM broadcasting works
- Explain the difference among FM stereo, quadraphonic and AM stereo
- Discuss the concept of network programming, affiliate relations and criticism of the network
- Explain the corporate development of ABC, CBS and NBC
- Discuss contemporary radio networks
- Give examples of ethnic, educational, cable and religious networks
- Explain how broadcast syndication functions as a network alternative
- Understand format control
- Trace the beginnings of educational and public broadcasting
- Explain the functions of NPR and PBS
- Compare and contrast broadcast systems in different parts of the world
- Explain the provisions of the Radio Act of 1912
- Trace the collapse of the 1912 legislation and explain the provisions of the Radio Act of 1927
- Describe what led to the passage of the Communications Act of 1934
- List the primary responsibilities of the Federal Communications Commission
- List areas over which the FCC does not have jurisdiction
- Explain the organization of the FCC, including its offices and bureaus
- Trace the development of the Fairness Doctrine
- Explain how FCC regulates obscene, indecent and profane material
- Define prime-time
- Understand broadcasters' efforts at self-regulation
- Identify the sections of a station's programming log
- Identify the sections of a station's operating log
- Tell what is in a station's public inspection file
- Explain the basic procedures in conducting a community needs and ascertainment survey
- List the steps in a typical license renewal
- Explain the different sources of station income
- Compare local and national rate cards
- Identify a successful broadcast promotion campaign
- Describe the development and function of broadcast ratings
- Interpret broadcast ratings
- Operate and maintain broadcast equipment

- Write copy for broadcast news, PSA's, promotions, etc.
- Engineer a professional 45 minute radio program including news and weather

Resources

Core Text:

Suggested Resources: The Radio Station, Focal Press, 1993 and Fundamentals of Radio Broadcasting, McGraw Hill, 1980. Multiple sources of information are utilized, including technical journals, public broadcasting suggestions, references, and other current publications.