
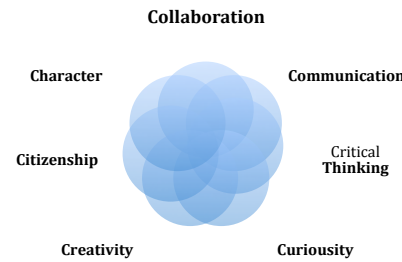


Content Area	Grade: Ninth - Twelfth
Journalism 	R14 Big Six Learning Drivers 
Unit Titles	Length of Unit/Contact Hours
<ul style="list-style-type: none"> • <i>Fundamentals of Journalism</i> 	8-10 weeks (Quarter 1)
<ul style="list-style-type: none"> • <i>Research and Investigative Journalism</i> 	8-10 weeks (Quarter 2)
<ul style="list-style-type: none"> • <i>Journalism Design and Publishing & Photojournalism</i> 	8-10 weeks (Quarter 3)
<ul style="list-style-type: none"> • <i>Technology and Broadcast Journalism</i> 	8-10 weeks (Quarter 4)



Strands	Grade Level Expectations
Mastery of Mechanics & Writing	<ul style="list-style-type: none"> • Writers write for a variety of purposes. • Journalists recognize and apply the elements of an effective interview. • Journalists recognize and apply the conventions of grammar and punctuation. • Journalists develop an appreciation for the role mechanics serve in effective communication. • Journalists can assess and revise their own work as well as that of their peers. • Journalists can apply knowledge of grammar, usage, mechanics, clarity, and organization through ongoing revisions. • Journalists can identify and write for a variety of audiences and purposes. • Journalists can select appropriate and relevant evidence to support a thesis or claim. • Journalists can synthesize information from a variety of texts. • Journalists activate prior knowledge of rhetorical devices as well as of the Inverted Pyramid
Speaking and Listening	<ul style="list-style-type: none"> • Speakers use collaborative conversations to build on/dispute the ideas of others. • Speakers initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • Learners acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.

Unit Title	Fundamentals of Journalism	Length of Unit	Quarter 1
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Why is it important to approach every text as a critical reader? • Why must the researcher determine reliability, validity, authenticity of texts? How does false information get published? • Why does an author have to consider his audience and purpose when writing or speaking? • Why does a writer select a particular format for covering his topic? • Why is it important to determine who owns the information I am using? • Why must the reader recognize bias? • How does adhering to the standard of writing conventions enhance communication? 		
Unit Strands and Standards	<p>The Language of Journalism, The Inverted Pyramid, Running Good Interviews, The Ethics of Journalism, Finding Angles for Writing</p> <p><u>Writing:</u> W 11-12.2.A, W 11-12.2.B, W 11-12.4, W 11-12.5, W 11-12.6, W 11-12.10</p> <p><u>Speaking and Listening:</u> SL 9-10.1B, SL 9-10.2, SL 9-10.3, SL 9-10.5</p> <p><u>Language:</u> L 11-12.1, L 11-12.2, L 9-10.3</p>		
Concepts	Career vocabulary, Inverted Pyramid, Interviewing, Ethics Journalistic Grammar and Conventions, Finding Angles		
Key Vocabulary	<p>Analysis, Synthesis, Evidence, Evaluate, Audience, Claim/Counterclaim, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types), Tone.</p> <p>Angle, lead, Inverted pyramid, F.A.C.T., Headline, Byline, Copy, Graphics, Direct Quote, Paraphrase, Attribution, News, Editorial, Opinion, Feature, Arts & Entertainment, Sports, Journalistic Ethics, Off the Record.</p>		

Unit Title	Fundamentals of Journalism	Length of Unit	Quarter 1
Critical Content: My students will Know ...		Key Skills: My students will be able to (Do) ...	
<ul style="list-style-type: none">• authors have the ability to select or omit information from their texts and use biased language. We must read a variety of sources in order to develop a better perspective and make an informed decision.• not all writers are reputable or accurate, but all writers have avenues to publish their works on the web or in print.• in order to effectively communicate insights and ideas, the author must consider the experiences and ability of his audience.• authors write for many reasons and purposes and we often don't know what inspires an author. As readers, our task is to interact with the text and shape our own meaning to inform our lives.• academic integrity requires acknowledging and citing the source of your information.• many authors have an unstated agenda/purpose and the texts reflect these agendas.• writing conventions guide the reader through the text to enhance understanding.		<ul style="list-style-type: none">• use appropriate strategies before, during and after reading, including the use of text features and text structure.• read a variety of non-fiction sources for main ideas and relevant details.• summarize and paraphrase.• analyze in detail the development and refinement of a central idea in a text.• analyze the interactions between and among ideas and events, including how ideas and events influence one another.• cite the evidence in the text that supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	
Assessments:	Article Analysis: (Reader Response: text features and structure; main and relevant supporting ideas; author's explicit purpose; and bias.) Covering an Event Article: Students will attend an event, conduct interviews at the scene, and report on the event in a news article of approximately 300 words. Articles will adhere to formatting requirements and include a graphic.		

	<p>Final Copy of School Newspaper Article: Students will write a news article (feature, editorial, sports, college and career, arts and entertainment, or news) on a topic selected in class. Each article (with the exception of editorials) must cite a minimum of two quoted interview sources. Articles will adhere to specific formatting and length requirements.</p> <p>Newspaper Final Layout (Editors only): Editors will design the written and graphic layouts for their assigned sections. Editors are responsible for editing all articles and graphics for their sections and providing timely feedback to both their section writers and their instructor.</p>
Teacher Resources:	<ul style="list-style-type: none"> ❖ Unit Implementation Guide ❖ Select news articles ❖ Select current event articles ❖ Internet-based search engines and websites ❖ Teacher-generated handouts

Unit Title	Research and Investigative Journalism	Length of Unit	Quarter 2
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Why is it important to approach every text as a critical reader? • How does false information get published? • Why do we learn to research? • Why is it important to determine who owns the information • Why must the researcher determine reliability, validity, and authenticity of texts? • Why must the reader recognize bias? • What does it mean to be information literate? • How does adhering to the standard of writing conventions enhance communication? 		
Unit Strands and Standards	Engaging the Reader, Organizing a Progression of Events, Developing Narrative Elements, Using Varied Techniques, Using Precise Language <u>Reading:</u> RI.9-10.3 <u>Writing:</u> W.11-12.2, W.11-12.2.A, W.11-12.2.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10, W.11-12.7, W.11-12.9 <u>Speaking and Listening:</u> SL.9-10.1.A, SL.9-10.1.B, SL.9-10.2, SL.9-10.3, SL.9-10.5 <u>Language:</u> L.9-10.3.A, L.11-12.1, L.11-12.2,		
Concepts	Engagement, Organization of events, Revealing details, Coherence, Techniques, Precise Language, Concluding writing,		
Key Vocabulary	Analysis, Synthesis, Evidence, Evaluate, Audience, Claim/Counterclaim, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types), Tone, Angle, lead, Inverted pyramid, F.A.C.T., Headline, Byline, Copy, Graphics, Direct Quote, Paraphrase, Attribution, News, Editorial, Opinion, Feature, Arts & Entertainment, Sports, Journalistic Ethics, Off the Record, Investigative Journalism		

Unit Title	Research and Investigative Journalism	Length of Unit	Quarter 2
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • authors have the ability to select or omit information from their texts and use biased language. We must read a variety of sources in order to develop a better perspective and make an informed decision. • not all writers are reputable or accurate, but all writers have avenues to publish their works on the web or in print. • effective research allows us to learn independently, enhances our perspectives, and allows us to make more informed decisions. • academic integrity requires acknowledging and citing the source of your information. • not all sources are accurate. • many authors have an unstated agenda/purpose and the texts reflect these agendas. • an individual must use information accurately and creatively to succeed in a technological society. • writing conventions guide the reader through the text to enhance understanding 	<ul style="list-style-type: none"> • interpret and analyze news articles for features, organization, structure, clarity, accuracy and author's purpose. • develop an understanding of Investigative journalism. • apply reading strategies to non-fiction texts and extract pertinent facts to include in writing. • apply the writing process to expository and persuasive modes. • demonstrate an awareness of audience and purpose in authentic writing. • select an appropriate angle and maintain it throughout a piece of writing. • discern reliable accurate sources of information. • write clear, effective, varied sentences and paragraphs. Use transitions. • edit and revise written work to ensure effective communication and standard conventions. • effectively meet deadlines with timely submission of articles and graphics.

Assessments:	Investigative Journalism Research and Presentation: Students will work collaboratively to research assigned investigative reporters and the field of investigative journalism and prepare a 6-10 minute oral presentation. Students must include visuals and may employ technology as a presentational tool.
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	<p>Final Copy of School Newspaper Article: Students will write a news article (feature, editorial, sports, college and career, arts and entertainment, or news) on a topic selected in class. Each article (with the exception of editorials) must cite a minimum of two quoted interview sources. Articles will adhere to specific formatting and length requirements.</p> <p>Newspaper Final Layout (Editors only): Editors will design the written and graphic layouts for their assigned sections. Editors are responsible for editing all articles and graphics for their sections and providing timely feedback to their section writers and their instructor.</p>
Teacher Resources:	<ul style="list-style-type: none"> ❖ Unit Implementation Guide ❖ Select news articles ❖ Select current event articles ❖ Internet-based search engines and websites ❖ Teacher-generated handouts

Unit Title	Journalism Design and Publishing & Photojournalism	Length of Unit	Quarter 3
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Why does a writer select a particular format for covering his topic? • Why do writers choose to cover certain topics? • What makes a publication more successful than others? • How does adhering to the standard of writing conventions enhance meaning? 		
Unit Strands and Standards	<p>Graphics in Journalism, How Photojournalists Share News, Engaging Readers With Situation and Purpose, Developing a Narrative, Precise Language and Situation</p> <p><u>Reading:</u> RI.9-10.3</p> <p><u>Writing:</u> W.11-12.2, W.11-12.2.A, W.11-12.2.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10, W.11-12.7, W.11-12.9</p> <p><u>Speaking and Listening:</u> SL.9-10.1.A, SL.9-10.1.B, SL.9-10.2, SL.9-10.3, SL.9-10.5</p> <p><u>Language:</u> L.9-10.3.A, L.11-12.1, L.11-12.2</p>		
Concepts	Graphics, photojournalists, photojournalism, writing conventions in service of craft, establish situation, organizing writing, layout author's choices		
Academic Vocabulary	<p>Analysis, Synthesis, Evidence, Evaluate, Audience, Claim/Counterclaim, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types), Tone,</p> <p>Angle, lead, Inverted pyramid, F.A.C.T., Headline, Byline, Copy, Graphics, Direct Quote, Paraphrase, Attribution, News, Editorial, Opinion, Feature, Arts & Entertainment, Sports, Journalistic Ethics, Off the Record, Photojournalism, Publishing, Design</p>		

Unit Title	Journalism Design and Publishing & Photojournalism	Length of Unit	Quarter 3
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • authors write for many reasons and purposes and we often don't know what inspires an author. As readers, our task is to interact with the text and shape our own meaning to inform our lives. • certain topics are more appealing to readers and consumers than others. • consumers are drawn to products that are visually and aesthetically appealing. • writing conventions guide the reader through the text to enhance understanding. 	<ul style="list-style-type: none"> • interpret and analyze news articles for features, organization, structure, clarity, accuracy and author's purpose. • develop an understanding of Investigative journalism. • apply reading strategies to non-fiction texts and extract pertinent facts to include in writing. • apply the writing process to expository and persuasive modes. • demonstrate an awareness of audience and purpose in authentic writing. • select an appropriate angle and maintain it throughout a piece of writing. • discern reliable accurate sources of information. • write clear, effective, varied sentences and paragraphs. Use transitions. • edit and revise written work to ensure effective communication and standard conventions. • effectively meet deadlines with timely submission of articles and graphics.

Assessments:	<p>Creative Application – Photojournalism Project – this is measured with LE #3 Technology</p> <p>Final Copy of School Newspaper Article: Students will write a news article (feature, editorial, sports, college and career, arts and entertainment, or news) on a topic selected in class. Each article (with the exception of editorials) must cite a minimum of two quoted interview sources. Articles will adhere to specific formatting and length requirements.</p>
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	<p>Newspaper Final Layout (Editors only): Editors will design the written and graphic layouts for their assigned sections. Editors are responsible for editing all articles and graphics for their sections and providing timely feedback to their section writers and their instructor.</p>
<p>Teacher Resources:</p>	<ul style="list-style-type: none"> ❖ Unit Implementation Guide ❖ Select news articles ❖ Various current published magazines (including LMC subscriptions) ❖ Internet-based search engines and websites ❖ Teacher-generated handouts

Unit Title	Technology and Broadcast Journalism	Length of Unit	Quarter 4
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Why is it important to approach every text as a critical reader? • How does false information get published? • Why does an author have to consider his audience when writing or speaking? • Why does a writer select a particular format for covering his topic? • Where do people get information? • What impact will the research process have on my life beyond high school? • Why must the researcher determine reliability, validity, and authenticity of texts? • Why must the reader recognize bias? • What does it mean to be information literate? • How does adhering to the standard of writing conventions enhance communication? 		
Unit Strands and Standards	Close reading, Using Reading Strategies Before, During and After Reading, Determining Importance in Informational Texts, Developing Central Ideas, Proper Citations and Usage <u>Reading:</u> RI.9-10.3, RI 9-10.7 <u>Writing:</u> W.11-12.2, W.11-12.2.A, W.11-12.2.B, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10, W.11-12.7, W.11-12.9 <u>Speaking and Listening:</u> SL.9-10.1.A, SL.9-10.1.B, SL.9-10.2, SL.9-10.3, SL.9-10.5 <u>Language:</u> L.9-10.3.A, L.11-12.1, L.11-12.2,		
Concepts	Interactive reading, Text features, Text Structure, Main Ideas, Supporting Details, Summarize and paraphrase, Central Ideas, Connecting Events and Ideas, Influence, Citations, Inferring, Engagement, Purpose, Experience		
Academic Vocabulary	Analysis, Synthesis, Evidence, Evaluate, Audience, Claim/Counterclaim, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types), Tone, Angle, lead, Inverted pyramid, F.A.C.T., Headline, Byline, Copy, Graphics, Direct Quote, Paraphrase, Attribution, News, Editorial, Opinion, Feature, Arts & Entertainment, Sports, Journalistic Ethics, Off the Record, Broadcast Journalism.		

Unit Title	Technology and Broadcast Journalism	Length of Unit	Quarter 4
Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...	
<ul style="list-style-type: none"> • authors have the ability to select or omit information from their texts and use biased language. We must read a variety of sources in order to develop a better perspective and make an informed decision. • not all writers are reputable or accurate, but all writers have avenues to publish their works on the web or in print. • in order to effectively communicate insights and ideas, the author must consider the experiences and ability of his audience. • authors write for many reasons and purposes and we often don't know what inspires an author. As readers, our task is to interact with the text and shape our own meaning to inform our lives. • we live in a multi-media society where people can get information from a variety of print, digital, and broadcast sources. • research is a 21st century skill that an individual will use throughout life. • not all sources are accurate. • many authors have an unstated agenda/purpose and the texts reflect these agendas. • an individual must use information accurately and creatively to succeed in a technological society. • writing conventions guide the reader through the text to enhance understanding. 		<ul style="list-style-type: none"> • engage the reader by establishing a situation and purposefully organize a progression of events or experience. • develop narrative elements with well-chosen, revealing details. • use a variety of techniques to sequence event so that they build on one another to create a coherent whole. • use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold. • provide a satisfying conclusion that follows the course of the narrative. 	

Assessments:	<p>News Broadcast: Students will work in pairs to write and broadcast a 3-5 minute news segment covering a local event (i.e. sporting event, community fundraiser, school activity, etc.). Each broadcast will contain shots from the scene of the event and a relevant interview as parts of the broadcast coverage. Students may present the broadcast live in class or submit a filmed broadcast for grading.</p> <p>Final Copy of School Newspaper Article: Students will write a news article (feature, editorial, sports, college and career, arts and entertainment, or news) on a topic selected in class. Each article (with the exception of editorials) must cite a minimum of two quoted interview sources. Articles will adhere to specific formatting and length requirements.</p> <p>Newspaper Final Layout (Editors only): Editors will design the written and graphic layouts for their assigned sections. Editors are responsible for editing all articles and graphics for their sections and providing timely feedback to their section writers and their instructor.</p>
Teacher Resources:	<ul style="list-style-type: none"> ❖ Unit Implementation Guide ❖ Select news articles ❖ Technological tools (video cameras) ❖ Internet-based search engines and websites ❖ Teacher-generated handouts