Grade 12 - Journalism Unit 3 - Lights, Camera...Make Something!

Unit Focus

This unit focuses on the interviewing process that reporters are expected to follow. Students will display critical thinking by developing newsworthy story ideas, determining appropriate sources, and creating appropriate questions for those sources to address. Students will conduct a professional interview which includes questions focused on the 5 Ws and H: Who? What? When? Where? Why? and How?

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards

- Common Core
  - *English Language Arts: 11-12*
    - Reading: Informational Text
    - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. *(CCSS.ELA-LITERACY.RI.11-12.3)*
    - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. *(CCSS.ELA-LITERACY.RI.11-12.5)*
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *(CCSS.ELA-LITERACY.W.11-12.3)*
    - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. *(CCSS.ELA-LITERACY.W.11-12.3.A)*
    - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). *(CCSS.ELA-LITERACY.W.11-12.3.C)*
    - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *(CCSS.ELA-LITERACY.W.11-12.3.D)*
    - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *(CCSS.ELA-LITERACY.W.11-12.3.E)*
    - Writing
    - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) *(CCSS.ELA-LITERACY.W.11-12.4)*
    - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

Transfer

Students will be able to independently use their learning to...

T1 Use a variety of planning tools and sources to gather and to create independent goals and ideas for writing.
T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.
T3 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument.
T4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
T5 Identifying the most effective medium to convey information for a given situation.

Meaning

Understanding(s)

Students will understand that...

U1 Not all modalities are appropriate for all news stories.
U2 Interviewing multiple people and gaining various perspectives is an essential part of creating a balanced news story.
U3 Journalists must remain ethical when creating their work.

Essential Question(s)

Students will keep considering...

Q1 How do I select an appropriate modality for my news story?
Q2 How do I create a balanced, unbiased news story?
Q3 How do I maintain my ethics and objectivity when creating my own journalistic piece?

Stage 1: Desired Results - Key Understandings

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *(CCSS.ELA-LITERACY.W.11-12.7)*

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *(CCSS.ELA-LITERACY.SL.11-12.1)*
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *(CCSS.ELA-LITERACY.SL.11-12.1.A)*
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. *(CCSS.ELA-LITERACY.SL.11-12.1.B)*
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. *(CCSS.ELA-LITERACY.SL.11-12.1.C)*
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. *(CCSS.ELA-LITERACY.SL.11-12.1.D)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.11-12.1)*
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. *(CCSS.ELA-LITERACY.L.11-12.1.A)*
- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. *(CCSS.ELA-LITERACY.L.11-12.1.B)*
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *(CCSS.ELA-LITERACY.L.11-12.3)*
- Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. *(CCSS.ELA-LITERACY.L.11-12.3.A)*

Madison Public Schools Profile of a Graduate

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
- Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Modes for news stories (newspapers, videos, posters, op-eds, etc.) **K2** What makes a "good" interview questions: the 5 W and H questions: Who, What, Where, When, Why and How; open-ended questions **K3** Various aspects of a news story: the lead, the context, quotes and attributions, and closure **K4** Strategies for maintaining ethics and objectivity when creating a journalistic piece	*Students will be skilled at...* **S1** Determining the most appropriate mode for conveying a news story **S2** Developing strong interview questions **S3** Developing and presenting a news story **S4** Writing with objectivity