



Introduction to Journalism

Course Information

Grade(s):	9-12
Discipline/Course:	English/Semester Course
Course Title:	Introduction to Journalism
Prerequisite(s):	none
Course Description: <i>Program of Studies</i>	<p>Introduction to Journalism is a semester English elective which serves as the prerequisite to Advanced Journalism. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students will learn how and why the press began in America and about the role of the free press in a democracy. Through an introduction to the journalistic code of ethics, students will explore the problems, philosophical questions, and issues that journalists face on the job. They will read and evaluate various examples of the news media and become familiar with bias and objectivity in the media. By the end of the course, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● What is the role of journalism in a free and democratic society? ● What defines the news? What is newsworthy? ● What role do journalists play in shaping our understanding of the world? ● What is bias and what should we do about it? ● What is misinformation, and how does misinformation threaten the integrity of journalism? ● How do journalists gain credibility, and what does it mean to be a credible news source? ● How do journalists gather and verify information to tell informative, accurate, and engaging stories?

	<ul style="list-style-type: none"> ● How do journalists conduct interviews and use the gathered information to inform and develop stories? ● How do journalists ensure accuracy and fairness when gathering information and conducting interviews? ● Why must journalists adhere to the universal AP style rules? ● How do journalists organize stories? ● Why is it important to use different types of leads?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Without the press, there can be no democracy; journalism is the backbone of a free and democratic society. ● Elements such as timeliness, proximity, conflict, impact/consequence, eminence/prominence, and human interest determine if something is newsworthy. ● Journalists are crucial to keeping citizens informed and providing unbiased reporting that will allow their readers and viewers to ascertain the truth. ● All people have biases; the responsibility lies in being aware of how biases impact our interpretation and demonstration of information. ● In order to maintain trust and credibility, writers must accurately communicate meaningful information that supports the community they serve while actively pushing back against misinformation. ● Credibility is established when journalists and news sources consistently fight misinformation and maintain their dedication to delivering the highest quality of factual information. ● Journalists seek out varied credible sources to gather the information necessary to write their stories. ● When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible. ● Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information. ● The AP style rules provide the benchmark and consistency for all journalists. ● News stories are developed and organized depending on the type of news story, reflective of purpose and audience. ● The lead is the most important part of a story as it determines whether a reader will read on or not.

Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	<ul style="list-style-type: none"> ● <i>News Writing & Reporting</i> by Bruce D. Thule and Douglas A. Anderson ● Digital access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i> through ProQuest, a library database ● AP Style Book ● <u>NYT Media Literacy</u> ● <u>School Journalism</u> ● <u>Newseum Ed</u> ● <u>CommonSense</u> ● ProQuest CultureGrams ● ABC-CLIO ● Britannica ● Gale Databases ● Gale eBooks ● JSTOR ● ProQuest (includes access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i>) ● InfoBase ● Classroom Video ● Credible online sources such as PBS, NPR, <i>National Geographic</i>
FPS Course Academic Expectation(s):	Creating and Constructing Conveying Ideas
Year at a Glance (Units):	<ul style="list-style-type: none"> ● The Portfolio ● Unit 1: History’s First Draft: Defining Journalism ● Unit 2: Can You Believe It? Media Literacy ● Unit 3: The Tools of Reporting: Gathering Information and Sources

- Unit 4: Let's Write! AP Style, Leads, and Format

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a 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.

W.11-12.3.c 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).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 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 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b 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.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 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.

L.11-12.3.a 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.

Essential Question(s):	<ul style="list-style-type: none"> • How can a portfolio of work show achievement and growth in literacy skills? • How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? • How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? • How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. • Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. • When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. • Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. • Journalists seek out varied credible sources to gather the information necessary to write their stories. • When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible. • Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

		<p>presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● 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.
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Unit Number and Title:	Unit 1: History’s First Draft: Defining Journalism
Duration:	4-5 weeks
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> • <i>News Writing & Reporting</i> by Bruce D. Thule and Douglas A. Anderson • Copies of local newspaper (either delivered or online)
Unit Overview:	<p>In a world awash in communication, journalists play an essential role in a digital, online society. Journalists seek to gather, analyze, and report accurate and important information to inform society at large. Journalists provide an essential service to the public and are vital to a healthy democracy and free society, allowing citizens to make informed decisions about the issues that affect their lives.</p> <p>Journalists’ primary responsibility is to seek and report the truth, forever striving to provide accurate, verifiable, and objective information to the audience. Journalists conduct interviews, research and analyze data, verify sources, investigate questions, and present information to the audience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RI. 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI. 11-12.2 Determine two or more central ideas of a text and analyze their development over the</p>

	<p>course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI. 11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Writing</p> <p>W. 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2 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.</p> <p>Speaking and Listening</p> <p>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.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What is the role of journalism in a free and democratic society? ● What defines the news? What is newsworthy? ● What role do journalists play in shaping our understanding of the world?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Without the press, there can be no democracy; journalism is the backbone of a free and democratic society. ● Elements such as timeliness, proximity, conflict, impact/consequence, eminence/prominence, and human interest determine if something is newsworthy. ● Journalists are crucial to keeping citizens informed and providing unbiased reporting that will allow their readers and viewers to ascertain the truth.

Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● First Amendment rights and responsibilities ● The role of the press as the Fourth Estate ● The distinction between journalism and other forms of communication ● The determination of news ● Hard and soft news 	<ul style="list-style-type: none"> ● Read and understand the First Amendment ● Read about and understand the role of the press ● Distinguish between journalism and other communications ● Read news on a daily basis ● Identify, assess, and distinguish between hard and soft news
Writing	<ul style="list-style-type: none"> ● Analytical strategies for news stories ● Argument text structure and characteristics ● Informational and explanatory text structures and characteristics 	<ul style="list-style-type: none"> ● Analyze news in writing ● Write arguments supported with textual evidence ● Write informative and explanatory texts supported by textual evidence
Speaking and Listening	<ul style="list-style-type: none"> ● Television and radio news programs ● Objective content ● News angles ● Presentation and public speaking strategies 	<ul style="list-style-type: none"> ● Watch and/or listen to news on a daily basis ● Identify and analyze objective content in news reporting ● Identify news angles ● Present findings and understandings

Unit Number and Title:	Unit 2: Can You Believe It? Media Literacy
Duration:	4-5 weeks
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <u>NYT Media Literacy</u> ● <u>School Journalism</u> ● <u>Newseum Ed</u> ● <u>CommonSense</u>
Unit Overview:	<p>In this digital age, when consumers are getting their news from various sources, it is imperative that students learn how to develop critical thinking skills which will help them judge the credibility and reliability of information from the media. Students will be introduced to ways to become discriminating news and media consumers and contributors.</p> <p>Skill development will focus on analysis of a complex set of ideas and the integration of multiple sources to tell a story. Students will continue writing informative and explanatory articles and collaborating with peers on written pieces as well as collaborative discussions that are models of civil discourse.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading RI. 11-12.3 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.</p>

	<p>RI. 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Writing W. 11-12.2 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.</p> <p>Speaking and Listening SL. 11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What is bias and what should we do about it? ● What is misinformation, and how does misinformation threaten the integrity of journalism? ● How do journalists gain credibility, and what does it mean to be a credible news source? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● All people have biases; the responsibility lies in being aware of how biases impact our interpretation and demonstration of information. ● In order to maintain trust and credibility, writers must accurately communicate meaningful information that supports the community they serve while actively pushing back against misinformation. ● Credibility is established when journalists and news sources consistently fight misinformation and maintain their dedication to delivering the highest quality of factual information. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Characteristics of credibility ● Threat of misinformation and fake news ● Slant and spin ● Algorithms 	<ul style="list-style-type: none"> ● Discern credible from non-credible digital sources ● Identify slant and spin in journalism ● Understand how search engines use algorithms

Writing	<ul style="list-style-type: none"> ● Objectivity in writing ● Informational and explanatory text structures and characteristics 	<ul style="list-style-type: none"> ● Convey ideas objectively in writing ● Write informative or explanatory texts
Speaking and Listening	<ul style="list-style-type: none"> ● Bias 	<ul style="list-style-type: none"> ● Articulate how bias relates to the role of a journalist

Unit Number and Title:	Unit 3: The Tools of Reporting: Gathering Information and Sources
Duration:	3-4 Weeks
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● ProQuest CultureGrams ● ABC-CLIO ● Britannica ● Gale Databases ● Gale eBooks ● JSTOR ● ProQuest (includes access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i>) ● InfoBase ● Classroom Video ● Credible online sources such as PBS, NPR, <i>National Geographic</i>
Unit Overview:	<p>With an understanding of credibility and objectivity, students are ready to begin gathering news from sources, and will be able to evaluate the reliability and the authenticity of a source. Students will examine news stories as a model of how to use attributions and sources to help tell a story. Students will learn about fair and balanced reporting, as well as how to craft questions for interviews.</p> <p>Questioning strategies will be a major focus of this unit as well as establishing credibility of sources. To that end, students will spend ample time continuing an author or speaker’s point of view as well as any other circumstances surrounding a story while also maintaining objectivity as they tell that story.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building</p>

	background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.
Standard(s):	<p>Reading R.11-2.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. R. 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Writing W. 11-12.7 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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W. 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Speaking and Listening 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.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do journalists gather and verify information to tell informative, accurate, and engaging stories? ● How do journalists conduct interviews and use the gathered information to inform and develop stories? ● How do journalists ensure accuracy and fairness when gathering information and conducting interviews?

Enduring Understanding(s):	<ul style="list-style-type: none"> Journalists seek out varied credible sources to gather the information necessary to write their stories. When interviewing a source, journalists must maintain trust and confidentiality and abide by the wishes of the source if the story they ultimately write is to be deemed credible. Accuracy and fairness are cornerstones that are part of the evaluation process for journalists as they gather information. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> Central ideas Objective summary Poll and survey technology Strategies for verifying information 	<ul style="list-style-type: none"> Determine central ideas of a text Summarize a text objectively Read and conduct accurate and reliable polls and surveys Verify information gathered in reporting
Writing	<ul style="list-style-type: none"> Research process for reporting Verified information Databases and other credible online sources Question Formulation Technique 	<ul style="list-style-type: none"> Access, gather, and verify information, including reported news, as part of the reporting research Use online sources to find credible and reliable information Develop both close-ended and open-ended questions to enhance interviewing and reporting skills
Speaking and Listening	<ul style="list-style-type: none"> Interview skills Characteristics of a beat Speaker point of view 	<ul style="list-style-type: none"> Conduct in-person interviews Develop and cover a beat Evaluate a speaker's point of view

Unit Number and Title:	Unit 4: Let's Write! AP Style, Leads, and Format
Duration:	6-7 weeks
Resource(s):	The following are best aligned with this unit: <ul style="list-style-type: none"> • <u>AP Style Guide</u>
Unit Overview:	<p>With the background knowledge of what makes news newsworthy, how to decipher credible news sources, and how to use sources to create stories, students are now ready to begin writing in journalistic form. Students will have read multiple news articles over the past 10 weeks and will be familiar with the concise and direct writing style of journalistic writing.</p> <p>Student writing during this unit will be focused more on precision of language and development and maintenance of a formal style and objective tone, all hallmarks of powerful journalism. The writing process will be utilized as students engage in the ongoing process of creating thoughtful, well-researched articles.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading RI. 11-12.5 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.</p> <p>Writing W. 11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

	<p>W. 11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W. 11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W. 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Speaking and Listening</p> <p>SL. 11-12.1d 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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● Why must journalists adhere to the universal AP style rules? ● How do journalists organize stories? ● Why is it important to use different types of leads? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● The AP style rules provide the benchmark and consistency for all journalists. ● News stories are developed and organized depending on the type of news story, reflective of purpose and audience. ● The lead is the most important part of a story as it determines whether a reader will read on or not. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● AP style guide ● The inverted pyramid ● Characteristics of a strong lead for both hard and soft news stories ● Active voice, concise word choice, and redundancy in journalistic writing 	<ul style="list-style-type: none"> ● Read and know how to navigate the AP style guide ● Understand the inverted pyramid structure ● Analyze leads to determine effectiveness ● Evaluate the voice, word choice, and occurrences of redundancy in journalism

Writing	<ul style="list-style-type: none"> ● AP style rules ● Formal style and objective tone ● Outline structures ● Characteristics of a strong lead ● Active voice ● Concise word choices ● Editing and revision strategies ● Stylistic choices ● Effective news article 	<ul style="list-style-type: none"> ● Apply the AP style rules to their writing and editing practices ● Maintain a formal style and objective tone when writing ● Synthesize and organize information into a fluent outline ● Craft a strong lead for a story ● Write in active voice, using concise word choices ● Edit and revise writing based on feedback and stylistic choices ● Write a fluently organized, concise, and clear news article
Speaking and Listening	<ul style="list-style-type: none"> ● Strategies for civil discourse and response to feedback ● Solution strategies for responding to contradictions ● Strategies for finding information gaps 	<ul style="list-style-type: none"> ● Respond thoughtfully to diverse perspectives ● Resolve contradictions ● Identify needed additional information