

	Name of Course: Journalism and News Media Number of Days: 15 days
Unit	Unit One: Media Literacy
Essential Questions	1. What is news media? 2. What makes news reliable/unreliable? 3. How do we detect bias in the news?
Content Standards	• RI1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI2. 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 a text. • RI3. 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. • RI4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) • RI5. Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging • RI6 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. • W1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W3 Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. • W4 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.) • W5. 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. • W6 Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • W7 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. • W8. When conducting research, 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. • W9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.		
Concepts and Subskills	<table border="1"> <tr> <td data-bbox="399 1094 893 1860"> I can... • Identify the structure of an effective news story (either written or broadcast) - and explain the overlap between the two • Identify the structure of an opinion or subjective article • Write an article utilizing these structures • Evaluate effective evidence • Identify ethical rules of journalism and apply them to my community • Engage in conversations and ask follow up questions • Synthesize my understanding of a topic in order to make </td><td data-bbox="893 1094 1624 1860"> Practices • Inverted pyramid, leads, and headline activities (practice writing) • Journalism ethics activities (discussions) • Mock interviews with classmates • Real interviews with subjects of articles • Evaluating evidence activities (discussion + writing) </td></tr> </table>	I can... • Identify the structure of an effective news story (either written or broadcast) - and explain the overlap between the two • Identify the structure of an opinion or subjective article • Write an article utilizing these structures • Evaluate effective evidence • Identify ethical rules of journalism and apply them to my community • Engage in conversations and ask follow up questions • Synthesize my understanding of a topic in order to make	Practices • Inverted pyramid, leads, and headline activities (practice writing) • Journalism ethics activities (discussions) • Mock interviews with classmates • Real interviews with subjects of articles • Evaluating evidence activities (discussion + writing)
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	my ideas clear and engaging to a reader/viewer	
Content Objectives (Student Friendly Language)	SWBAT: ● Explain how a news story is written ● Practice writing their own news story ● Participate in interviews ● Practice asking ethical questions ● Combine what they have learned on a topic into an article for others to read	
Content Vocabulary	Tier 1 Journalism News Tier 2 Contrast Contradiction Claim Analysis Synthesis Transition Integrate Blog Scoop Narrative Feature Bias Section Propaganda Tier 3 Inverted Pyramid Structure Masthead Tabloid Editorial	
Assessment, Products, Projects	Intro to Journalism Lessons 1-5 (links to slide-decks and resources included within documents) 1) What makes good news? 2) Journalism Ethics and Form 3) Developing and Executing an Interview 4) Screening and Critiquing 5) Out of a Hat (Writing your own features)	
Text, Materials,	Materials included in folder linked above	

