

Journalism: What is News?

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to make complex inferences, synthesize ideas, and critique the aesthetic impact of multiple texts in order to make meaning of what has been read. - Students will demonstrate the ability to synthesize relevant information and critically evaluate arguments in order to determine their impact on different audiences. - Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge. - Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - 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. - RI.11-12.2 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. - 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. - 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. - RI.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. - RL.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. - RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	Transfer	
	<i>Students will be able to independently use their learning to evaluate the role and impact of the news within today's society.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS - What is news? - Should reporters be good readers and collectors of information?
Acquisition		
<i>Students will know...</i> - that the purpose of the news varies according to each individual. - that the role of the reporter is to deliver the news factually and without bias. - that there are six factors in which news stories are classified (see below): - the extent of disruption of the status quo. - the number of persons affected by the event. - the nearness of the event.		<i>Students will be skilled at...</i> - synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance. - determining where an informational text's meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination. - analyzing and evaluating summaries of grade-level or higher informational texts to determine the main

• RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • 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. • 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. • W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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. • SL.11-12.1 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. • SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • 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. • 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. • SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	- o the timeliness of the event. - o the extent of the results of the event- its consequences or significance. - o the variety of news values in the event. • that in order for a story to be considered news, it must possess at least one of the news values. • that skilled writers utilize the writing process (brainstorming, drafting, revising) to enhance their ideas and written work. • that effective writing requires factual accuracy, proper grammar and mechanics, as well as an authentic voice. • that the news keeps us informed of the world around us and provides reporters a venue to tell the stories of others. • that reporters need to be good readers and collectors of information in order to write accurate, fair, and compelling news stories. <u>vocabulary:</u> news, basic types of news (newspapers, broadcast, radio), simple lead, complex lead, 5 Ws (who, what, where, why, when), nine news values (conflict, progress and disaster, consequence, prominence, timeliness and proximity, novelty, human interest, sex, and miscellaneous), beat, correspondent/reporter, headline, byline, angle	- ideas and identify relevant details and potential usefulness of a source (e.g., evaluate an abstract to determine if an article will be useful). • providing a complex analysis of how multiple central ideas develop in an informational text and how these ideas work together. • accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another. • analyzing a complex sequence of events or set of ideas in an informational text in order to explain connections and relationships and how individuals, ideas, or events interact and develop over the course of the text in order to determine the impact on the meaning of the text (e.g., discuss how the author has portrayed the political rivalry and friendship between John Adams and Thomas Jefferson over the course of the text). • analyzing and evaluate the effectiveness of the organizational structure of an expository or argumentative text (e.g., whether it makes points clear, convincing, and engaging). • analyzing and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose or viewpoint. • evaluating rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader, in giving power to an argument, or in contributing to the beauty of the text. • analyzing an author's values, beliefs, and assumptions (e.g., philosophical, political) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable. • determining where a literary text's meaning is ambiguous, unclear, or open to interpretation, and cite textual evidence to support this determination. • synthesizing ideas from close reading of literary texts and secondary sources to draw complex conclusions about text meaning and/or significance. • analyzing how complex works develop multiple
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• SL.11-12.6 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • RL.11-12.10 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. • RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. • 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. • L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. • L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.11-12.6 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 a word or phrase important to comprehension or expression.		levels of themes (i.e., how the theme interact and develop) • accurately and objectively summarizing how two or more themes of a text interact and build on one another in order to arrive at a complex analysis of text. • critiquing literary works; analyzing and evaluating how structural choices and plot devices advance the plot and affect the meaning and impact of a work of fiction on the reader. • analyzing and evaluating the author's development of characters and other literary elements in light of genre and the author's intent (e.g., whether the character's psychological depth and complexity reflect the level of realism in a novel or whether a relatively simple characterization is appropriate in a comedy) • analyzing and evaluate how the author's choices about setting influence a literary work (e.g., show contrast, reveal character, heighten tension, change the mood) • analyzing the cultural, historical, and social influences of the setting on a work of literature(e.g., analyze a novel such as Jane Austen's <i>Pride and Prejudice</i> from the context of social expectations for young women to marry in nineteenth-century England • analyzing and critiquing how structural choices and plot devices advance the plot, affect the meaning, and contribute to its aesthetic impact. • analyzing and critique how structural choices in a poem (e.g., form, meter, sound devices) affect the meaning and contribute to its aesthetic impact. • critiquing how patterns of imagery, symbolism, allusions, and conceits used in a literary text are connected to theme, mood, tone, and the meaning of the text. • analyzing and critique how an author of a literary text uses specific words, devices, and techniques (e.g., style, irony, tone, voice, mood, sound devices) to achieve aesthetic effects. • analyzing the difference between the narrator's point of view and the author's implied point of view
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		especially in a text in which there is ironic distance between the author and narrator. - identifying and analyze satire, sarcasm, irony, and understatement in literary texts to explain the text's underlying meaning. - analyzing and evaluate supported and unsupported opinions, assertions, and inferences in a text, understanding that assertions or claims are not considered facts even if based on evidence. - delineating and evaluate an argument's validity, impact, logic, evidence, completeness, response to counterarguments, and general appeal, citing evidence from the text. - analyzing and evaluating multiple sources of information presented in different formats and apply findings toward answering discipline-specific questions and solving problems. - writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - developing and strengthening 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. - using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Content Area Literacy Standards		21 st Century Skills
not applicable		- communicate clearly - use and manage information - think creatively

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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	