

	Content Area: English		Course: Journalism			District: ISD 1		
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Unit/Theme	Content (Essential Questions)	Objectives/ Skills/ Processes	Learning Targets	Vocabulary	Assessment	Resources & Technology	Mn Standard & Benchmarks	Estimate # of days on Unit
What is News?	What is news and what isn't? How do we establish boundaries between news and opinion? What are credible sources? How has the First Amendment and school media court cases affected high school journalism?	Identify factors that make something newsworthy. Understand media law as it relates to high school journalism. Avoiding libel, slander, and bias (or even the appearance of it) by seeking truth from credible sources.	1. I can identify news. 2. I can differentiate between fact and opinion. 3. I can identify credible sources and use them 4. I can identify problematic passages in writing. 5. I understand how media law affects high school journalism.	Audience, source, libel, slander, negligence, truth, bias, credibility, First Amendment to the Constitution	1. Group/class discussions. 2. Careful analysis of problematic stories. 3. Analysis of current events.	<i>Journalism Matters</i> , MacBook Air, Practice story, school media court cases (Tinker vs. Des Moines, Bethel School District vs. Fraser, Hazelwood School District vs. Kuhlmeier),	11.5.8.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning. 11.9.1.1 Initiate and participate effectively in a range of collaborative discussions.	10
Writing the News	How can we write accurate and unbiased news stories? What steps can we take to ensure our material is credible with the reader?	Students will identify the News Cues (5 Ws and H) in several samples. Write sample stories given information. Practice interviewing skills. Provide balanced coverage by seeking information from a variety of potential sources.	1. I feel confident in generating interview questions for any given topic. 2. I recognize information that readers want to know and work to find it out. 3. I feel confident in writing a story given a set of facts and quotes. 3. I can recognize potential pitfalls in seeking information and know how to avoid them. 4. I know how to gain credibility with my readers through careful and thorough selection of sources.	Source, bias, credibility, balance, quotes, interview	1. 5 Ws and H Worksheet. 2. Practice story fact lists. 3. Class discussion. 4. Group work.	<i>Journalism Matters</i> , MacBook Air, Practice stories	11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage. 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	5
Writing a Profile	How can we capture a subject's personality? How do we write an engaging story instead of simply listing facts? Is everyone newsworthy?	Students will develop interview skills to find engaging information about someone in this school. Develop interview questions and multiple sources. Write an interesting, informative, and/or entertaining piece that captures the subject.	1. I can generate interview questions pertinent to my subject. 2. I can ask follow-up questions on the fly to delve deeper. 3. I can come up with sources associated with profile subject to add depth. 4. I can write an engaging personality profile that goes beyond listing facts and instead weaves together a narrative story.	Profile, sources, quote, corroboration, personality, setting, characterization	1. Profile story that may potentially be published in <i>Turkey Times</i> , <i>AHS</i> online newspaper	<i>Journalism Matters</i> , MacBook Air, Profile of Pulitzer Prize winner Russell Baker by Lauren Ruth, senior staff reporter at Thomas Jefferson High School for Science & Technology in Alexandria, Va.	11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. 11.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.7.5.5 Use a writing process to develop and strengthen writing as needed. 11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. 11.11.6.6 Acquire and use accurately general academic and domain-specific words and phrases.	10 days (overlapping newspaper production)

Writing a Column	Do we need to be fair when writing personal opinion pieces? What makes a good topic? How can we gain credibility with our readers?	Students will be able to distinguish between fact and opinion. Recognize the difference between an editorial and a column. Analyze effective column writing in order to incorporate those strategies in their own writing. Study ways to appeal to readers through logic and emotion. Write about a topic important to readers.	1. I understand techniques used to persuade readers. 2. I know how to use sources to boost credibility. 3. I can evaluate current issues and write about one that is relevant to readers. 4. I can produce an opinion piece that weaves together sources and narratives to engage readers and earn a reaction.	Column, editorial, credibility, logos, ethos, pathos	1. Column that may potentially be published in Turkey Times, AHS online newspaper	<i>Journalism Matters</i> , MacBook Air, Sample Columns: Coleman, Nick. "After 30 years, Taco Bell didn't even offer her any hot sauce." <i>Star Tribune</i> . Nov. 26, 2007. Royko, Mike. "My Belushi Pals." <i>Chicago Sun Times</i> . March 7, 1982. Royko, Mike. "Don't write off Belushi." <i>Chicago Sun Times</i> . March 16, 1982. Royko, Mike. "A lovely couple, bound with love." <i>Chicago Tribune</i> . December 24, 1985. Barreiro, Dan. "Ode to Rainy." <i>Star Tribune</i> . April 5, 2016.	11.5.5.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. 11.5.6.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. 11.7.1.1 Write arguments to support claims in an analysis of a substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.7.5.5 Use a writing process to develop and strengthen writing as needed. 11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage. 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	10 days (overlapping newspaper production)
Writing a Review	How can we help our readers decide if something is worth their time? What kinds of things can we analyze in a play/album/video game/movie/TV show?	Students will understand the major components of a critical review. Draw comparisons to other similar works. Answer questions potential consumers might have. Assign some sort of final evaluation for the readers to determine whether it is worth their time and money.	1. I can thoroughly examine a work and offer reasonable and rational opinions about it. 2. I can link this work to other similar works both past and present. 3. I can offer a summary and a critical analysis to present to my reader. 4. I can write a clear, coherent evaluation so consumers can make an informed decision about the product.	Critic, critical analysis, review, rating, comparison	1. Review that may potentially be published in Turkey Times, AHS online newspaper	<i>Journalism Matters</i> , MacBook Air, Sample Reviews: Covert, Colin. "'Ender's Game is just glum.'" <i>Star Tribune</i> . October 31, 2013. Craig, Justin. "'Ender's Game' a must-see sci fi film." <i>Fox News</i> . November 1, 2013.	11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. 11.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.7.5.5 Use a writing process to develop and strengthen writing as needed. 11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. 11.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	10 days (overlapping newspaper production)

<p>Online newspaper production/promotion</p>	<p>How can we inform our readers about events and issues important to AHS? What is the best way to present our work? What can we do to creatively and effectively promote our work? What does good Web page design look like? What is the best way to edit our work? What is the best way to work together in producing a collaborative work?</p>	<p>Students will collaborate effectively with the teacher and fellow students to produce Turkey Times, Aitkin High School's online newspaper. Plan, schedule and produce stories and images for publication. Write and edit stories along with producing Web pages to present our newspaper. Integrate our newspaper with our Facebook page as a means of "delivering" our newspaper.</p>	<p>I can write a variety of stories completely and accurately for public consumption. I can work in conjunction with my classmates in a team atmosphere to write timely and engaging stories. I have a deeper understanding of how media works. I understand my First Amendment rights as a school newspaper and know how to avoid issues like prior review by avoiding libel.</p>	<p>Editor, lede, 5 Ws and H, Copy, Accuracy, Balance, Fairness</p>	<p>1. Assigned stories written in each time frame. 2. Editing stories written by others. 3. Pictures and other art created/gathered to accompany stories. 4. Web pages designed.</p>	<p>MacBook Air, Weebly Web site at ahsturkeytimes.weebly.com, Google Docs</p>	<p>11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts. 11.7.2.2 Write informative/explanatory texts to convey complex ideas, concepts, and information clearly and accurately. 11.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.7.5.5 Use a writing process to develop and strengthen writing as needed. 11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. 11.7.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem. 11.7.8.8 Gather relevant information from multiple authoritative print and digital sources. 11.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 11.7.10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 11.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. 11.9.8.8 An an individual or in collaboration, create a multimedia work for a specific purpose. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage. 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. 11.11.3.3 Apply knowledge of language to understand how language functions in different contexts.</p>	<p>60 (ongoing after first three weeks of class)</p>
