

Grade: 10		Subject: Advanced Communications						
Teachers: Kalnick								
Unit # 5 / Title: Journalism								
Time Frame (calendar and # of weeks):								
Standard(s): CCSS.ELA-Literacy.RI.9-10.1; CCSS.ELA-Literacy.RI.9-10.2; CCSS.ELA-Literacy.RI.9-10.3; CCSS.ELA-Literacy.RI.9-10.6; CCSS.ELA-Literacy.RI.9-10.7; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.SL.9-10.4; CCSS.ELA-Literacy.SL.9-10.5								
Big Idea(s): News sources, current events, objectivism								
Essential Questions		Enduring Understandings						
• What are the different types of journalism? • How do you know what is a credible news source? • Why are current events important to be knowledgeable about? • Why are some news sources slanted towards a particular political way of thinking? • What are some different interviewing styles and how are they different?		➤ Students should understand how to write a news story with a lead, facts and evidence, and a conclusion. ➤ Students should be able to decipher what political slant a news source report is. ➤ Students should understand different interview styles and various questioning techniques. ➤ Students will be able to understand how to present their own news writing stories in a professional news broadcast. ➤ Students will be able to critique different news formats and ways they portray the news. ➤ Students will understand the difference between broadcast journalism, literary journalism, and media journalism.						
Areas of Focus		Suggested Instructional Strategies						
Prioritized CPIs • Reading • Writing / Research • Speaking / Listening		➤ Identifying different sources of Journalism<table><tr><td>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td></tr><tr><td> 1. Students will read for information and understanding of facts in a variety of print and online news sources. 2. Students will identify what a lead or introduction paragraph is. 3. Students will brainstorm and discuss news topics in current events. 4. Students will understand the role of a career in news. </td></tr><tr><td>Tier 2 → Activities/Strategies (Application/Analysis)</td></tr><tr><td> 1. Students will analyze news stories and discuss various themes, viewpoints, and issues that are trending in the news. 2. Students will discuss why certain news stories are trending, how long they stay news worthy, and what reasons or solutions there are to these issues. </td></tr><tr><td>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</td></tr></table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	1. Students will read for information and understanding of facts in a variety of print and online news sources. 2. Students will identify what a lead or introduction paragraph is. 3. Students will brainstorm and discuss news topics in current events. 4. Students will understand the role of a career in news.	Tier 2 → Activities/Strategies (Application/Analysis)	1. Students will analyze news stories and discuss various themes, viewpoints, and issues that are trending in the news. 2. Students will discuss why certain news stories are trending, how long they stay news worthy, and what reasons or solutions there are to these issues.	Tier 3 → Activities/Strategies (Synthesis/Evaluation)
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	1. Students will evaluate the role news plays in our lives. How are we influenced by news sources and which types of news? ➤ Newscast Project Tier 1 → Activities/Strategies (Knowledge/Comprehension) 1. Students will read, discuss and summarize 3 to 5 news stories in different news categories per week (sports, politics, world, science, history, art, entertainment, food, local, state, government, health, etc). Tier 2 → Activities/Strategies (Application/Analysis) 1. Students will write a short summary and analysis on at least one or two news stories to present in a news broadcast or a literary newspaper or magazine. Tier 3 → Activities/Strategies (Synthesis/Evaluation) 1. Peer edit other students' news stories for publication or news broadcast. 2. Perform news stories in a newscast through public speaking. 3. Critique and evaluate news broadcast or literary newspaper or magazine as a class. 4. Discuss various current events that we have learned through the course of this unit. Performance Tasks/Assessments Tests and Quizzes Writing Assignments – weekly news stories to write and summarize. Projects – Performing news broadcast or literary magazine.
Resources: Text: Primary Source Materials: Video(s): Internet Resources: • Primary Source Materials: • http://www.acep.org/Advocacy/Effective-Media-Interview-Techniques/ • http://www.nbcnews.com/id/3032608/ • www.cnn.com • www.timemagazine.com • www.nj.com • www.app.com • www.nytimes.com • http://www.cbsnews.com/60-minutes/	

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