Unit 1: What's News?

Content Area: **Language Arts Literacy**
Course(s): **Print Journalism 1, Print Journalism 2, Print Journalism 3, Print Journalism 4**
Time Period: **September**
Length: **7 blocks**
Status: **Published**

Enduring Understandings

News happens all around us every day.

News is about people.

News is fact.

News is accurate.

News is interesting.

News is clear and concise.

News should be unbiased.

Many factors go into determining news.

News is different from other forms of writing in that it is clear and concise.

There are different types of news.

Essential Questions

What is news?

What is fake news? How can I tell?

How is news judged?

How do location, timing, importance, consequence, interest and oddity influence news?

What makes some news more important than other news?

What elements play a role in the reporting of news?

Can reporters keep news free of bias?

How can readers get the most out of the newspaper?

Who am I?

What kind of news will I make?

What will people remember about me?

Content

Vocabulary:

Proximity, Timeliness, Prominence, Impact, Interest, Oddity, Hard news, Soft news, News peg, “Refer"

Skills

Define and judge news

Read and evaluate newspapers and other media

Report news

Edit and revise work

Develop story ideas

Interview sources

Check facts for accuracy

Edit and revise the work of others

Layout and design newspaper

Determine stories/items worth coverage

Assign coverage

Delegate editorial responsibilities

Standards

LA.11-12.RL.11-12.1 - [*Progress Indicator*] - Cite strong and thorough textual evidence and make relevant

connections 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.

LA.11-12.RL.11-12.2 - [*Progress Indicator*] - 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.

LA.11-12.RL.11-12.3 - [*Progress Indicator*] - 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).

LA.11-12.RL.11-12.5 - [*Progress Indicator*] - 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.

LA.11-12.RL.11-12.10a - [*Progress Indicator*] - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

LA.11-12.RL.11-12.10b - [*Progress Indicator*] - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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