





## Journalistic Writing



Month	Content Sub-Category or Strand	National Common Core Standards  Code & Language	Michigan Standards High School Content Expectations (HSCEs)  Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
1st Quarter	What Makes News?		<p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p> <p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Evaluate news stories</li> <li>• Identify types of journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Responses to published news stories</li> </ul>	<ul style="list-style-type: none"> <li>• Hard news</li> <li>• Soft news</li> <li>• Objectivity</li> <li>• Opinion</li> </ul>



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1st Quarter	Newswriting Basics		<p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p> <p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Recognize facts and opinions</li> <li>Write basic news leads</li> <li>Identify/Use various story structures</li> <li>Edit</li> <li>Revise</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of news stories</li> <li>Student-generated leads</li> <li>Written news stories</li> </ul>	<ul style="list-style-type: none"> <li>5 Ws and the H</li> <li>Inverted pyramid</li> <li>Lead</li> <li>Fact</li> <li>Opinion</li> </ul>

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<b>1st Quarter</b>	Newswriting Style		CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language). CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets). CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	SWBAT: • Understand how to use quotations and attribution correctly • Use Standard English • Understand the proper use of formal/informal writing • Avoid biased language	• Worksheets • Written news stories	• Style guide and/or stylebook • Bias • Attribution
<b>Ongoing</b>	News Writing		CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	SWBAT: • Draft, edit and write formal news stories, including headlines	• Written news stories • Analysis of published news stories	• Headline • Objective • Copy




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			<p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate(e.g., formal, informal, lieterary,or technical) for the purpose, audience, and contest of the test, speech,or visual representation (e.g., letter to editor, proposal, poem or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an imression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflections, and reading one's own work with the eye of a reader; then refine the test-deleting and/or reorganizing ideas, and addressing potential readers' questions.</p>			

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			<p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p> <p>CE 1.4.6 Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).</p>			

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			<p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p> <p>CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>			




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			<p>CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p> <p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>			




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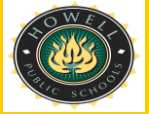
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1st Quarter	Feature Writing		<p>CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p> <p>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p> <p>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p> <p>CE 3.4.3 Understand the ways people use media in their personal and public lives.</p> <p>CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p> <p>CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Understand common topics and formats of the feature story</li> <li>• Generate story ideas</li> <li>• Analyzing the feature style</li> <li>• Understand interviewing techniques</li> <li>• Conduct an interview</li> </ul>	<ul style="list-style-type: none"> <li>• Written personality profile</li> <li>• Written human interest story (with sources)</li> <li>• Interview notes</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Evergreen</li> </ul>

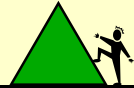



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1st Quarter	Editorial Writing		<p><i>News writing HSCEs and</i></p> <p>CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p> <p>CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p> <p>CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</p> <p>CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Understand personal biases</li> <li>• Take a stand on a controversial issue</li> <li>• Evaluate unbiased sources</li> <li>• Recognize appropriate tone</li> <li>• Use persuasive techniques</li> <li>• Analyze editorials and editorial cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Written editorial</li> <li>• Analysis of editorials</li> <li>• Analysis of editorial cartoons</li> <li>• Analysis of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Bias</li> <li>• Tone</li> </ul>

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			CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.			
1st Quarter	Review Writing		<i>News Writing HSCEs and</i> CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture. CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes. CE 3.4.3 Understand the ways people use media in their personal and public lives. CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media. CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	SWBAT: • Understand the conventions of different types of reviews • Write reviews	• Written review • Analysis of published reviews	• Review



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2nd Quarter	Page Design and Desktop Publishing		CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).	SWBAT: • Recognize good design elements • Identify parts of a page, basic typography, and fonts	• Original page design • Analysis of page designs • Quiz	• Text box • Wraparound • Graphics • Cutline • White space
			CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages. CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	• Become familiar with useful/common publishing software • Complete an original page design using desktop publishing software • Evaluate page design examples		• Font • Column inch • Headline • Banner headline • Ad copy



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2nd Quarter	Law and Ethics		<p>CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p> <p>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p> <p>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p> <p>CE 3.4.3 Understand the ways people use media in their personal and public lives.</p> <p>CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p> <p>CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</p> <p>CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Understand libel, copyright law, censorship, plagiarism, press rights and wrongs</li> <li>Examine and analyze these issues in the film <i>Shattered Glass</i></li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Plagiarism</li> <li>Libel</li> <li>Censorship</li> <li>Copyright</li> <li>First Amendment</li> </ul>

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2nd Quarter	Publishing a Class Newspaper		<p><i>News Writing HSCEs and</i></p> <p>CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Collaborate in groups to create newspapers using previously acquired skills</li> </ul>	<ul style="list-style-type: none"> <li>Student created newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Editor</li> <li>Page editor</li> <li>Copy editor</li> <li>Reporter</li> <li>Proofreader</li> </ul>