

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Gathering News	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E 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. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in</p>	<p>What makes something “newsworthy?”</p> <p>How do journalists find the stories they write?</p> <p>What are the ways that journalists discover the facts?</p> <p>How is information gathered for a news story?</p>	<ul style="list-style-type: none"> ● Direct instruction ● Class discussion ● Participate in small group discussions that will focus on the appropriateness of the various types of news gathering methods given a particular story idea ● Veteran reporters model appropriate vs. inappropriate news gathering techniques; novice reporters take notes on what they see and hear ● Novice reporters model appropriate techniques for gathering information ● Construct a list of places to find information for clubs, activities, sports and other organizations connected to Northampton High School ● Examine a newspaper and choose a story that displays a variety of news gathering techniques; clip and mount the story and label each technique used ● Interview someone from the school community whom the class considers newsworthy; through various news gathering techniques, write a story worthy of publication ● Participate in a mock interview with a classmate or another 	<ul style="list-style-type: none"> ● Written report ● Oral report ● Teacher observation of student’s participation in discussion ● Teacher assessment based on a rubric ● Objective test on newsworthiness and the news cycle ● Teacher assessment of actual news story based on news gathering techniques ● Poster depicting the process of gathering news ● Assess critical evaluation using a rubric ● Teacher observation of student’s mock peer interview ● Assess students on an ongoing basis during online newspaper production for their ability to apply news gathering techniques
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<p>words in order to address a question or solve a problem. CC.1.2.11–12.J 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.</p> <p>1.4 Writing CC.1.4.11–12.T 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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced</p>		<p>student</p> <ul style="list-style-type: none"> ● Write a chronology about the methods used to gather information for assigned story, analyzing the advantages and disadvantages of various methods ● Complete self-evaluation sheet regarding methods of gathering information ● Conduct mock interviews with a peer ● Complete a peer review of student’s interviewing techniques, and suggest ways to improve ● Have students pitch a story that could be considered newsworthy, and then follow through with the news gathering process 	
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searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

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 discipline-specific tasks, purposes, and audiences.

1.5 Speaking and Listening

CC.1.5.11–12.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.