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| **Title/ NOTE:** Modify Master Units. Daily lesson plans should indicate specific strategies.  **A unit = 4 to 5 weeks** | **Unit 1 – Newswriting Workshop Take 1**  **Cross Discipline: Technology, Current Events, History** | **Unit 2 – Newswriting Workshop Take 2**  **Cross Discipline: Technology, Current Events, History** | **Unit 3 – Newswriting Workshop Take 3**  **Cross Discipline: Technology, Current Events, History** | **Unit 4 – Name Your paper Write Your News** |
| **Performance Task/Assessment**  Concept Tests | **EOC Pre-Test**  **Final: 1.** Portfolio Entry 1 – Reaction paper **2.** Traditional Assessment News/Journalism Concepts | **Final: Portfolio Entries 2 & 3 (2 news stories)**  Assess writing skills – leads, sources, etc.  Select a day of the week for Author’s Chair | **Final: Portfolio Entries 4 & 5 (News story and an editorial)**  Assess researching skills  Select a day of the week for Author’s Chair | **EOC Post-Test**  **Final: Create a prototype (using Word Press) for your School Newspaper**. Students all participate and must contribute 2 stories to be published (so scaffold portfolio entries to fit this end product) |
| **Enduring Understanding** | News shapes who we are and how we live. | First moments/impressions matter. | Accurate sources create truth and respect. | A plan is a tool for mastery. |
| **Essential Question** | How do I discern the news from the many sources around me? | What interests me and how do I interest others? | How long am I willing to look for things that matter to me? | How do I plan with others for greater success? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for grade level.  **NOTE: This map has been re-ordered. Speech is now first semester. Think about using some of the structure under strategies in Speech as well.** | **Strong focus on the 5 W’s**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant/ sufficient evidence, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach.  **Use the vocabulary outlined in the anchor texts for all four units.** | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing**. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant/ sufficient evidence, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish writing, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing.  Add reading standards as needed | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant/ sufficient evidence, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish writing, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing.  Add reading standards as needed | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant/ sufficient evidence, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish writing, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing.  Add reading standards as needed |
| **Suggested Strategies**  Vocabulary and language skills taught in context  Select a strategy to focus on per unit. | **Mondays** focus on student publications  **Wednesdays** focus on readings/lessons about the history of journalism/current events, articles provided on SIS  **Thursday** is a Newswriting Day  Friday is publication day: Author’s Chair  Students keep a portfolio for final assessment. | **Mondays** focus on student publications  **Wednesdays** focus on readings/lessons about the history of journalism/current events, articles provided on SIS  **Thursday** is a Newswriting Day  Friday is publication day: Author’s Chair  Students keep a portfolio for final assessment. | **Mondays** focus on student publications  **Wednesdays** focus on readings/lessons about the history of journalism/current events, articles provided on SIS  **Thursday** is a Newswriting Day  Friday is publication day: Author’s Chair  Students keep a portfolio for final assessment. | **Mondays** focus on student publications  **Wednesdays** focus on readings/lessons about the history of journalism/current events, articles provided on SIS  **Thursday** is a Newswriting Day  Friday is publication day: Author’s Chair  Students keep a portfolio for final assessment. |
| **Resources**  **Anchor Text (s)**  Note: Additional readings can be found at school.journalism.org (ASNE’s Youth Journalism Initiative) and the Texas Association of Journalism Broadcast Curriculum Guide | School Newspaper Advisor’s Survival Guide  Use Unit 2: Good Reporting pg. 71, school coverage pg. 74, community coverage pg. 82, national and world issues pg. 84 and Getting Good Interviews page. 88. Also, 5 additional articles/lessons in SIS, more can be added. | School Newspaper Advisor’s Survival Guide Use Unit 2 – Activities 1 – 15. These activities can be combined across days/weeks. Also, articles to focus on current events and world news for informational reading practice provided in SIS. | School Newspaper Advisor’s Survival Guide Use Unit 2 – Continued Activities 16 – 27. Also, additional articles for the Wednesday readings. | School Newspaper Advisor’s Survival Guide use Unit 1 and Unite 3 – Plan a way to build and then sustain a newspaper throughout the year. |