

# Ganado Unified School District

## (Newspaper/Journalism 1 (9, 10, 11, 12))

### PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  <a href="#">AP manual</a> <a href="#">MLA manual</a>  <a href="#">The Newspaper text</a>  Copies of <a href="#">The Arizona Republic</a> , <a href="#">The Daily Sun</a> , <a href="#">Gallop Independent</a> , <a href="#">The Navajo Times</a> , <a href="#">The New York Times</a>  Man bites Dog game	<p><b>What are the Responsibilities of a Reporter? Just the facts ma'am.</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the</li> </ol>	<p>What are the parts of a paper?</p> <p>Are all news stories the same?</p> <p>Should we trust the media?</p> <p>What responsibility does the media have to the public?</p> <p>What is the fourth estate?</p> <p>What are the rules of journalism?</p> <p>How do you conduct an interview?</p>	<ul style="list-style-type: none"> <li>➤ Students will be able to identify the parts of a newspaper, magazine, and broadcast</li> <li>➤ Students will be able to identify bias.</li> <li>➤ Students will write ledes for a variety of <b>hard news</b> topics</li> <li>➤ Students will interview other students, teachers, administration and community members for the creation of stories</li> <li>➤ Students will chose/be assigned writing beats based on interest and writing ability</li> <li>➤ Students will be able to correct copy and prove it by weekly copy editing quizzes.</li> </ul>	<p>Lede</p> <p>Banner</p> <p>Headline</p> <p>Pica</p> <p>Feature</p> <p>Hard news</p> <p>Soft news</p> <p>Editorial</p> <p>Opinion</p> <p>Personal interest</p> <p>Tabloid</p> <p>Tabloid-journalism</p> <p>Bias</p>

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	<p>significance of the topic). <b>(11-12.W.2)</b>            Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. <b>(11-12.W.4)</b>            a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b>            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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>(11-12.W.5)</b></p>		<ul style="list-style-type: none"> <li>➤ Students will create and meet deadlines for print and web version of newspaper</li> <li>➤ Students will demonstrate knowledge of terms, layout, by producing 1-2 newspapers</li> <li>➤ Students will keep up with current events and apply them to their own life</li> </ul>	Inverted pyramid Gatekeeper Censorship Beat Editor Copy Editor-in-chief
2 <sup>nd</sup> Quarter  <u>AP manual</u> <u>MLA manual</u>  <u>The Newspaper text</u>  Copies of <u>The Arizona Republic</u> , <u>The Daily Sun</u> , <u>Gallop Independent</u> , <u>The Navajo</u>	<p><b>Telling the Human Story</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between</p>	<p>What is objectivity?</p> <p>Should a journalist be subjective?</p> <p>What makes a human interest piece?</p> <p>How do you not insult your sources?</p>	<ul style="list-style-type: none"> <li>➤ Students will be able to identify bias.</li> <li>➤ Students will write ledes for a variety of <b>soft news</b> topics: features and human interest stories.</li> <li>➤ Students will interview other students, teachers, administration and community members for the creation of stories</li> </ul>	Lede Objectivity Feature Subjective Hard news Soft news Human interest Bias Beat Copy Editor Copy editor

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<p><u>Times, The New York Times</u></p> <p>Man bites Dog game <i>Citizen Kane</i></p>	<p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>(11-12.W.1)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. <b>(11-12.W.4)</b></p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b></p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>(11-12.W.5)</b></p>		<ul style="list-style-type: none"> <li>➤ Students will rotate and choose/be assigned writing beats based on interest and writing ability</li> <li>➤ Students will be able to correct copy and prove it by weekly copy editing quizzes.</li> <li>➤ Students will create and meet deadlines for print and web version of newspaper</li> <li>➤ Students will produce 3-4 print (monthly) papers</li> </ul>	
<p>3<sup>rd</sup> Quarter</p> <p><u>AP manual</u> <u>MLA manual</u></p> <p><u>The Newspaper</u> text</p>	<p><b>I've got an opinion and I want to share it... for the good of everyone</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>What makes op/eds different than hard/soft news?</p> <p>What is objectivity?</p> <p>Should a journalist be subjective?</p>	<ul style="list-style-type: none"> <li>➤ Students will be able to identify bias.</li> <li>➤ Students will write ledes for a variety <b>op/eds</b> topics</li> <li>➤ Students will interview other students, teachers, administration</li> </ul>	<p>Lede Banner Headline Pica Feature Hard news Soft news Editorial</p>

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<p>Copies of <a href="#">The Arizona Republic</a>, <a href="#">The Daily Sun</a>, <a href="#">Gallop Independent</a>, <a href="#">The Navajo Times</a>, <a href="#">The New York Times</a></p> <p>Man bites Dog game</p>	<p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>(11-12.W.1)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. <b>(11-12.W.4)</b></p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b></p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>(11-12.W.5)</b></p>	<p>What makes a human interest piece?</p> <p>How do you not insult your sources?</p>	<p>and community members for the creation of stories</p> <ul style="list-style-type: none"> <li>➤ Students will rotate and choose/be assigned writing beats based on interest and writing ability</li> <li>➤ Students will be able to correct copy and prove it by weekly copy editing quizzes.</li> <li>➤ Students will create and meet deadlines for print and web version of newspaper</li> <li>➤ Students will produce 3 print (monthly) papers</li> </ul>	<p>Opinion Personal interest Tabloid Tabloid-journalism Bias Inverted pyramid Gatekeeper Censorship beat</p>
<p>4<sup>th</sup> Quarter AP manual</p>	<p><b>To Tell the Truth</b></p>	<p>What is the fourth estate?</p>	<ul style="list-style-type: none"> <li>➤ Students will be able to identify bias.</li> </ul>	<p>Lede</p>

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<p><u>MLA manual</u></p> <p><u>The Newspaper text</u></p> <p>Copies of <u>The Arizona Republic, The Daily Sun, Gallop Independent, The Navajo Times, The New York Times</u></p> <p>Man bites Dog game</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>(11-12.W.1)</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. <b>(11-12.W.4)</b></p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>(AZ.11-12.W.4)</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	<p>What is a journalist's role in society?</p> <p>What is objectivity?</p> <p>How do you write the truth when people don't want hear it?</p>	<ul style="list-style-type: none"> <li>➤ Students will write ledes for a variety of <b>all news articles</b></li> <li>➤ Students will interview other students, teachers, administration and community members for the creation of stories</li> <li>➤ Students will rotate and choose/be assigned writing beats based on interest and writing ability</li> <li>➤ Students will be able to correct copy and prove it by weekly copy editing quizzes.</li> <li>➤ Students will create and meet deadlines for print and web version of newspaper</li> <li>➤ Students will produce 3-4 print (monthly) papers including a tabloid-journalistic one for April Fools Day</li> </ul>	<p>Banner- Headline Feature Hard news Soft news Editorial Opinion Personal interest Tabloid Tabloid-journalism Bias Inverted pyramid Gatekeeper Censorship Beat Above the fold</p>

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	<p>significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p><b>(11-12.W.5)</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>(11-12.W.2)</b></li> </ul>			