



Monday 08/24/2020	Tuesday 08/25/2020	Wednesday 08/26/2020
Journalism 1:54pm - 2:45pm	Journalism 1:54pm - 2:45pm	Journalism 1:54pm - 2:45pm
<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3-4</b>
<p>We will review the 5 Ws and H then students will use online articles to fill out a google form where they identify the 5 Ws and the H.</p> <p>Then students will talk to each other about what they found and submit their articles.</p> <p>Then I will introduce the 6 primary points of a newspaper and they will identify them in the articles they read.</p> <p>If there is time, I will introduce the vocabulary for the anatomy of a newspaper.</p>	<p>We will watch 2 clips from a news report. Students are expected to take notes on the 5 Ws and the H. They also need to note if the story is local, national, or international. Students will then select their own broadcast and identify the the 5 Ws and the H.</p> <p>We will review the vocabulary for the anatomy of a newspaper and play a quizlet game. We will also practice identifying the parts by using a newspaper.</p>	<p>Compare the front pages of newspapers. They will log onto <a href="http://www.newseum.org">www.newseum.org</a> and choose any of the front pages of any four newspapers shown on the site. Then they will complete the google form for "comparing front pages."</p> <p>They will discuss what they found in pairs, then we will discuss it as a whole group.</p>
<b>Objectives</b>	<b>Objectives</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>Students will be able to identify the 5 W's and H in a newspaper article.</li> <li>Students will be able to identify the six primary points of a news story.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the the 5 W's and the H.</li> <li>Students will be able to identify the different parts of the newspaper.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to compare and contrast front pages of newspapers and the implications of their format.</li> <li>Students will be able to discuss the importance of article and photo placement.</li> </ul>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
<p><b>LA 12.1.6.l</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p> <p><b>LA 12.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.</p> <p><b>LA 12.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p><b>LA 12.1.6.l</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p> <p><b>LA 12.1.5.c</b> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p><b>LA 12.4</b> Multiple Literacies: Students will apply information fluency and practice digital citizenship.</p> <p><b>LA 12.4.1.a</b> Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.</p> <p><b>LA 12.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</p>



Thursday 08/27/2020	Friday 08/28/2020
Journalism 1:54pm - 2:45pm	Journalism 1:00pm - 1:42pm
<b>Lessons 5-6</b>	<b>Lesson 7</b>
<p>I will introduce the concept of leads and the different kinds of leads (soft/hard/strong/weak).</p> <p>Students will use the same articles from Monday and Tuesday to identify the type of lead and the components.</p> <p>Then we will use google docs to analyze the leads.</p>	<p>I will introduce the concept of the inverted pyramid using the graphic. Remind them that it moves from most to least important. Students will analyze news stories by listing the facts and then discuss if they follow the most to least important concept. Practice cutting information that is less important without removing key details.</p>
<b>Objectives</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>Students will be able to define a lead.</li> <li>Students will be able to identify different types of leads by analyzing different articles.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to use an inverted pyramid to identify the most to important details in a story.</li> <li>Students will be able to use critical thinking skills to identify which pieces of information they could delete from an article.</li> </ul>
<b>Standards</b>	<b>Standards</b>
<p><b>LA 12.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</p> <p><b>LA 12.1.6.i</b> Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.</p> <p><b>LA 12.1.6.l</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>	<p><b>LA 12.1.6.j</b> Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</p> <p><b>LA 12.1.6.i</b> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p> <p><b>LA 12.1.6.m</b> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</p>