



**Media/Journalism**  
**Grade 12**  
**Unit 1 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**2 weeks**

**Grade Level Summary**

Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.

**Grade Level Units**

- **Unit 1: The Role and Impact of Media**
- Unit 2: Foundations of Communication
- Unit 3: Writing to Inform
- Unit 4: Satire versus Media Bias
- Unit 5: Persuasive Communication
- Unit 6: The Person: Building Responsibility and Confidence
- Unit 7: Person to Person: Introduction to Interpersonal Communication
- Unit 8: Speaking to Inform: Preparation & Process
- Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation

**Unit Title**

Unit 1: The Role and Impact of Media

**Unit Summary**

This unit will allow students to gain mastery of the historical context of media and its application to daily life as an introduction to the course. Specifically, students will read, write, and discuss to comprehend the history of mass media as well as synthesize the influence media has on society's communication process via multiple texts that include the course textbook, nonfiction, as well as news articles and video. The communication process will be revisited in portions of the course that emphasize public speaking skills.

Overall, students will identify the importance of law and credibility when consuming and publishing media with a thorough understanding of plagiarism and mastery of key vocabulary terms applied through multiple written and verbal learning tasks. Students will begin to master key understandings through critical reading of literature and news media via reflection, writing, and analytical discussion of assigned or student-selected media. Students will identify authors' purposes as well as compare and contrast personal beliefs through varied sources of media.

	<p>Students will be assessed via formative and summative learning activities to showcase mastery of unit vocabulary and concepts including quizzes and an exam reflective of the key understandings and vocabulary, as well as identify and evaluate unit concepts and techniques via reading comprehension, formal or journalistic writing style, and discussion assignments requiring comprehension, citation, and analysis of historical and current web or print news media.</p> <p>As a result, students will begin to become critical consumers of print and digital mass media able to identify and evaluate an author's purpose and intent as well as develop positions concerning the ethical dilemmas that decrease a source or publisher's credibility.</p>
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<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How has the history of media impacted our society?</li> <li>2. What constitutional rights and laws influence effective writing?</li> <li>3. How does ethics contribute to creating and publishing media?</li> <li>4. How does an informed reader distinguish plagiarism and fabrication?</li> <li>5. How can a reader or viewer effectively identify an author's purpose and intent?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Comprehending and analyzing the use and influence of mass media in society enhances abilities to think critically.</li> <li>2. Identifying and reading narrative structures critically provides opportunities self-reflection and application to think critically, write effectively, and engage in civil discourse.</li> <li>3. The importance of law applies to creating and interpreting media effectively.</li> <li>4. Ethics play a crucial role when creating and consuming varied media.</li> <li>5. Awareness of plagiarism and fabrication will serve to create accurate, ethical, and credible media.</li> </ol>
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
<b>CC.1.2.11-12.I</b>	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
<b>CC.1.2.11-12.J</b>	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.
<b>CC.1.4.11-12.B</b>	Write with a sharp distinct focus identifying topic, task, and audience.
<b>CC.1.4.11-12.K</b>	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Important Standards Addressed in the Unit:	
<b>CC.1.2.11-12.B</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.
<b>CC.1.2.11-12.H</b>	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
<b>CC.1.2.11-12.L</b>	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
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<ul style="list-style-type: none"> <li>False statements are always protected by free speech.</li> <li>Under the First Amendment, mass media may report information as it desires.</li> <li>Journalists have free reign when reporting news media.</li> </ul>	<ul style="list-style-type: none"> <li>Television and internet have contributed to the way information is offered to and received by individuals.</li> <li>Published writing must avoid invasion of privacy.</li> <li>The First Amendment guarantees a free press.</li> <li>Journalists must strive for accuracy to avoid ethical violations, including plagiarism.</li> </ul>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The relevance of print media contributes to other forms of media in a digital world.</li> <li>Yellow journalism contains specific features and sensationalism to attract an audience and increase circulation.</li> <li>Muckraking is a journalistic method of researching and publishing scandalous information in society.</li> <li>Understanding censorship in media (1<sup>st</sup> Amendment, privacy, shield laws, freedom of information laws, sunshine laws) plays an integral role in accurate writing or publishing of media.</li> <li>Journalism ethics, integrity, and impartiality contribute to credibility.</li> <li>Distinguishing between plagiarism and fabrication when publishing allows a reader or viewer to become a critical consumer of media.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Understand how law and ethics impacts communication through various modes of media, especially news media or social media platforms.</li> <li>Apply key concepts to analysis of print and web media</li> <li>Synthesize understanding of key concepts between informative or persuasive texts and types of media.</li> <li>Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>accuracy</li> <li>analysis</li> <li>anonymous source</li> <li>argument/refutation</li> <li>censorship</li> <li>conflict of interest</li> <li>convergence/medium</li> <li>credibility</li> <li><i>enrichment or text specific vocabulary</i></li> </ul>	<ul style="list-style-type: none"> <li>ethics</li> <li>fabrication</li> <li>Golden Age of Radio</li> <li>impartial</li> <li>informative</li> <li>integrity</li> <li>inverted pyramid</li> <li>libel</li> <li>media/mass media</li> <li>muckraking</li> </ul>	<ul style="list-style-type: none"> <li>network</li> <li>newspaper</li> <li>on the record</li> <li>penny press</li> <li>plagiarism</li> <li>precedent</li> <li>public figure</li> <li>public official</li> <li>theme</li> <li>transparency</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (News Article Summary & Analysis; Summary Poster Project)
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**Interdisciplinary Connections:**

- The historical lens of the unit applies to understanding and impact of law i.e. The First Amendment and its key role in publishing media as well as consuming (reading, viewing, etc...)
  - The unit provides information about media/broadcasting as a career path and use beyond the classroom
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:**Primary Texts:

- Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Supplemental Texts:

- Berger, A. A. (2014). *Media Analysis Techniques* (Fifth ed.). Thousand Oaks, CA: Sage Publications.
  - Postman, N. (2006). *Amusing ourselves to death: Public discourse in the age of showbusiness*. New York, NY: Penguin Books.
  - Media Literacy Toolkit – Newsela | Learning & Support. (n.d.). Retrieved from <https://support.newsela.com/hc/en-us/sections/115001500423-Media-Literacy-Toolkit>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
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**Created By: Michael Andreoli**

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**Media/Journalism**  
**Grade 12**  
**Unit 2 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**2 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>Unit 1: The Role &amp; Impact of Media</li> <li><b>Unit 2: Foundations of Communication</b></li> <li>Unit 3: Writing to Inform</li> <li>Unit 4: Satire versus Media Bias</li> <li>Unit 5: Persuasive Communication</li> <li>Unit 6: The Person: Building Responsibility and Confidence</li> <li>Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 2: Foundations of Communication
<b>Unit Summary</b>	<p>Students will identify key terms and concepts in order to compare and contrast the elements and differences among types of journalism, news-gathering, and the research process used within the course to generate story ideas and analyze news media. Students will use supplemental resources including nonfiction and news media to identify structure, central ideas within informative media, types of news, and formatively assess understanding via summary and analytical writing assessments.</p> <p>Specifically, students will identify and comprehend the elements of an informative news story through the types and modes of journalism and distinguish differences between hard and soft news as well as how to generate and research ideas using the guiding primary text as a resource to master key vocabulary and concepts. Moreover, students will define and apply the concept of convergence in media to analyze how news organizations have merged operations to create information centers which have been greatly impacted via the incorporation of technology in distributing media to the public.</p>

	Ultimately, the unit will culminate to extend student thinking and synthesis of key vocabulary to review types key concepts through project-based learning that requires students to uncover and evaluate the form/types of news, author's purpose/thesis, and point of view using direct quotation for support. Students will collect and analyze a current or trending event or topic in the media using effective research and analysis skills. Through this assessment, students will showcase their mastery of comprehending informative media types and criteria via application and evaluation of key unit terms and concepts to comprehend analyze media for author's/journalist's purpose, intent, and impact on an audience.
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. What is the role of the modern journalist?</li> <li>2. How do journalists use multimedia as a tool to tell stories?</li> <li>3. How do the important elements of a news story establish the author's purpose and mode for writing?</li> <li>4. How does the selection of sources impact credibility and validity?</li> <li>5. How does a writer effectively use quotes to enhance media?</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish key features of varied modes of informational news reporting</li> <li>2. Identify credible primary and secondary sources to create a foundation for supporting a claim or building an understanding of a topic.</li> <li>3. Varied styles of quotation allow writers to effectively inform an audience through media.</li> <li>4. Editing can enhance the accuracy of media.</li> </ol>

#### Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
<b>CC.1.2.11-12.A</b>	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text
<b>CC. 12.11-12.B</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 or explicit assumptions and beliefs.
<b>CC.1.2.11-12.G</b>	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem
<b>CC. 1.2.11-12.J</b>	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

#### Important Standards Addressed in the Unit:

<b>CC.1.2.11-12.L</b>	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
<b>C.1.3.11-12.W</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively....
<b>CC.1.4.11-12.T</b>	Develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach...

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>● If something happened a long time ago, it is not considered news</li> <li>● Multimedia must be audio or video</li> <li>● Effective research is not affected by others</li> </ul>	<ul style="list-style-type: none"> <li>● The focus of mass media is to educate, inform, persuade, and entertain</li> <li>● Mass media uses varied formats to allow readers to appropriately comprehend an author's purpose</li> <li>● Effective research may include a collaborative effort</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>citizen journalism requires citizens to play an active role in collecting, reporting, and distributing news media.</li> <li>Different types of news such as hard news and soft news contain different purposes and features that contribute to human affairs and interests.</li> <li>Sensationalism is a tactic in news media that can unethically attract readers and viewers and may contain bias or manipulation of the truth</li> <li>Identifying an author's purpose will enhance evaluation by acknowledging why the author is writing.</li> <li>Point of view contributes to messages in varied types of media.</li> <li>Editing media content ensures accuracy and credibility.</li> <li>Choosing sources appropriately for research or cross referencing must follow an appropriate process to increase credibility, logic, and reliability.</li> <li>Developing research questions can focus the formal research writing process.</li> <li>Applying varied types of quotations in formal writing or reporting impacts accuracy, reliability, or unethical plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Apply key concepts to analysis of print and web media</li> <li>Synthesize understanding of key concepts between informative or persuasive texts and types of media.</li> <li>Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>analysis</li> <li>attribution</li> <li>beats</li> <li>breaking news</li> <li>biography</li> <li>citizen journalism</li> <li>coaching</li> <li>confidential source</li> <li>convergence</li> <li>correspondent</li> <li>credibility</li> <li>culture</li> <li>dialogue</li> <li>editor</li> </ul>	<ul style="list-style-type: none"> <li>ellipses</li> <li>enterprise news</li> <li>freelance</li> <li>hard news</li> <li>indirect quotation</li> <li>interviewing</li> <li>inverted pyramid</li> <li>investigative reporting</li> <li>jargon</li> <li>journalist</li> <li>multimedia</li> <li>open-source/crowd-source (reporting)</li> </ul>	<ul style="list-style-type: none"> <li>pitching</li> <li>producer</li> <li>profile</li> <li>quotation</li> <li>reporter</li> <li>social media (platform)</li> <li>soft news</li> <li>touchstone</li> <li>trend spotting</li> <li>unnamed source</li> <li>validity</li> <li>varied text specific vocabulary</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Media Analysis Research Project
  - Student Responses/Portfolio (Document-Based Question & Response)
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**Interdisciplinary Connections:**

- The unit provides information about media/broadcasting as a career path and use beyond the classroom.
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media.
  - Formal research and written response skills refine the use of academic vocabulary integral to success in a plethora of college and career environments.
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument.
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**Additional Resources:****Primary Texts:**

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  - Postman, N. (2006). *Amusing ourselves to death: Public discourse in the age of showbusiness*. New York, NY: Penguin Books.
  - Media Literacy Toolkit – Newsela | Learning & Support. (n.d.). Retrieved from <https://support.newsela.com/hc/en-us/sections/115001500423-Media-Literacy-Toolkit>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
  - Varied mainstream media publications (i.e. CNN, PBS, NPR)
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**Media/Journalism**  
**Grade 12**  
**Unit 3 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**4 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>• Unit 1: The Role &amp; Impact of Media</li> <li>• Unit 2: Foundations of Communication</li> <li>• <b>Unit 3: Writing to Inform</b></li> <li>• Unit 4: Satire versus Media Bias</li> <li>• Unit 5: Persuasive Communication</li> <li>• Unit 6: The Person: Building Responsibility and Confidence</li> <li>• Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>• Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>• Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 3: Writing to Inform
<b>Unit Summary</b>	<p>In this unit of study, students will expand understanding from being critical consumers of media to being credible creators of media by writing over brief and extended periods of time through research-based modes. Students will refine understanding of key unit concepts and terms by applying appropriate quotation and attribution techniques to develop central ideas for self-selected topics through the study and synthesis of varied modes of journalism using the primary text as a resource.</p> <p>Students will independently and collaboratively comprehend, analyze, and synthesize information related to personal, local, national, or global topics, questions, and claims into a brief informative research-based essays, articles, or media products with a clear, succinct thesis or central idea. Additionally, portions of the primary text may be selected, emphasized, or managed by student choice to gain mastery of varied modes of journalistic writing styles and conventions including feature stories, editorials, photo-journalism, broadcasting, and online publishing such as blogging.</p> <p>Through drafting and publishing original informational writing, and students' selection of varied topics and sources, students will independently and collaboratively communicate a central idea</p>

	through the use of formal writing style and citation with attention to grammatical conventions related to usage of active verbs, adverbs, adjectives, and appropriate punctuation placement to emphasize key details and annotate citation. Additionally, students will independently and collaboratively provide feedback and constructive criticism to refine research and writing through each stage of the writing process.
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<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do I effectively write to inform?</li> <li>2. How do different modes of media use elements and techniques to publish information?</li> <li>3. How does writing style impact an audience's understanding?</li> <li>4. How does reading and evaluating informational writing enhance critical thinking and communication skills?</li> <li>5. What grammatical conventions or writing style techniques can positively or negatively impact a message?</li> <li>6. What elements of the writing process provide opportunities to clarify and develop one's central idea?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Identify and create specific structures and central ideas in informative text especially news media.</li> <li>2. Effectively summarize information to directly address an author's central idea.</li> <li>3. Distinguish between effective and ineffective informational writing.</li> <li>4. Identify similar and different characteristics amongst types of media (i.e. feature stories, editorials, blogs, ...)</li> <li>5. Revise and publish media with an awareness of appropriate organization and grammatical conventions.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b><i>Standard Number</i></b>	<b><i>Standard Description</i></b>
CC.1.4.11-12.F	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling
CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas ...(informative writing)
CC.1.2.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text

<b>Important Standards Addressed in the Unit:</b>	
CC.1.2.11-12.E	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition...
CC.1.4.11-12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.
CC.1.4.11-12.B	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.C	Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Writing is best completed alone.</li> <li>• Skilled writers rarely brainstorm.</li> <li>• Skilled writers rarely revise.</li> <li>• Effective writing style avoids first person language.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is a recursive and collaborative process.</li> <li>• Effective writing adapts a central idea to an appropriate style to impact an audience.</li> <li>• Effective writing style appropriately adapts for task and audience.</li> <li>• Various modes and styles of journalism use unique qualities and criteria to form cohesive, clear messages.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Identify effective writing style (i.e. mode, citation, etc.)</li> <li>• Showcase mastery of the formal writing process</li> <li>• Showcase mastery of stylistic and grammatical conventions of composition (grammar and mechanics)</li> <li>• Read with skill to identify and analyze effectiveness of informative writing elements for varied types of media or traditional essay styles.</li> <li>• Identify how various modes of journalism or news media use specific elements and techniques to build an informative response or clarify opinion ethically.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Apply key concepts to analysis of print and web media</li> <li>• Synthesize understanding of key concepts between informative or persuasive texts and types of media.</li> <li>• Apply writing or multimedia skills to create a clear, cohesive message.</li> <li>• Research to identify varied credible sources to support claims or provide evidence.</li> <li>• Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>• anecdote</li> <li>• AP, APA, MLA style</li> <li>• attribution</li> <li>• blog</li> <li>• central point</li> <li>• column</li> <li>• confidential source</li> <li>• deadline</li> <li>• descriptive lead</li> </ul>	<ul style="list-style-type: none"> <li>• five W's and H</li> <li>• free writing</li> <li>• indirect quotation</li> <li>• interviewing</li> <li>• inverted pyramid style</li> <li>• jargon</li> <li>• kicker</li> <li>• lead</li> <li>• news meetings</li> </ul>	<ul style="list-style-type: none"> <li>• partial quotation</li> <li>• photo-journalism</li> <li>• primary source</li> <li>• Q-and-A (question and answer)</li> <li>• quotation lead</li> <li>• quotation marks</li> <li>• read-back</li> <li>• secondary source</li> <li>• sound bite</li> </ul>

<ul style="list-style-type: none"> <li>• dialogue</li> <li>• direct address lead</li> <li>• direct quotation</li> <li>• editor (varied types)</li> <li>• editorial</li> <li>• ellipses</li> <li>• feature</li> </ul>	<ul style="list-style-type: none"> <li>• nut graph</li> <li>• off the record</li> <li>• offensive language</li> <li>• on background</li> <li>• online publishing</li> <li>• open-ended question</li> <li>• outline</li> </ul>	<ul style="list-style-type: none"> <li>• sports writing</li> <li>• storyboard</li> <li>• style (narrative, hourglass, focus)</li> <li>• summary lead</li> <li>• surprise lead</li> <li>• unnamed source</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Small and Whole Group Discussion/Seminar
  - Student Responses/Portfolio (Research-Based Writing Assignments)
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#### **Interdisciplinary Connections:**

- The unit provides an opportunity for students to analyze and deepen perspectives on current newsworthy issues and refine research skills and processes to distinguish claims, evidence, and solutions.
  - The unit provides information about media/broadcasting as a career path and use beyond the classroom
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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#### **Additional Resources:**

##### Primary Texts:

- Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

##### Supplemental Texts:

- Berger, A. A. (2014). *Media Analysis Techniques* (Fifth ed.). Thousand Oaks, CA: Sage Publications.
  - Postman, N. (2006). *Amusing ourselves to death: Public discourse in the age of showbusiness*. New York, NY: Penguin Books.
  - Media Literacy Toolkit – Newsela | Learning & Support. (n.d.). Retrieved from <https://support.newsela.com/hc/en-us/sections/115001500423-Media-Literacy-Toolkit>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
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**Created By: Michael Andreoli**

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**Media/Journalism**  
**Grade 12**  
**Unit 4 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**7 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>Unit 1: The Role &amp; Impact of Media</li> <li>Unit 2: Foundations of Communication</li> <li>Unit 3: Writing to Inform</li> <li><b>Unit 4: Satire versus Media Bias</b></li> <li>Unit 5: Persuasive Communication</li> <li>Unit 6: The Person: Building Responsibility and Confidence</li> <li>Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 4: Satire versus Media Bias
<b>Unit Summary</b>	<p>As previously learned in this course, in the fast-paced world of the 21<sup>st</sup> century, an awareness of digital publication skills and interaction has become increasingly important for professionals and students alike. Thus, students will gain an overview of the components and competencies related to distinguishing media bias, digital citizenship, and satire. As a result, students will be provided an opportunity to reflect upon personal consumption of media (including social media) and the impact users and consumers have on society through these forums of 21<sup>st</sup> century communication that may purposely or accidentally consume or create satire or media bias.</p> <p>Specifically, students will distinguish elements and purpose of satire as well as types of media bias. Using a satirical novel such as Orwell's 1984 and informative texts and websites that provide or evaluate news media as a guide, students will engage in reader response and Socratic seminar to identify and apply key vocabulary in context related to mastery of the elements and techniques regarding literary satire and media bias.</p> <p>Moreover, students will compare and contrast informative or fictional media and literature to the concepts and themes of a satirical narrative via critical reading, writing, and discussion prompts that</p>

	<p>require students to analyze and take a position concerning local, national, and global issues. Students will read and view media such as novel, film, and news independently and collaboratively to showcase mastery of literary comprehension, analyze the assigned and self-selected media for types of bias, and extend thinking to make comparisons and contrasts to the assigned satirical text.</p> <p>To showcase mastery of key unit concepts and skills, students will construct a product that showcases the ability to identify and reflect upon examples of media bias and the potential impact on the target audience. Moreover, students will distinguish bias from satire by applying key elements and techniques by creating their own satire or providing commentary on published satire to demonstrate mastery of key unit concepts and vocabulary.</p>
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. How is media organized and controlled?</li> <li>2. How can bias affect informative media?</li> <li>3. What are the elements of satire?</li> <li>4. How does an audience effectively distinguish news or media bias from satire?</li> <li>5. What do satirists such as George Orwell suggest about the nature of language in society?</li> <li>6. What does George Orwell suggest about the impact of media in society?</li> <li>7. How does Orwell use literary devices and techniques to address universal themes?</li> <li>8. How is propaganda presented to impact society?</li> <li>9. What role has political satire played in the evolution of media and the twenty-first century?</li> <li>10. What elements of satire effectively convey a message of criticism or change?</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehend the influence and span of digital publication</li> <li>2. Identify and explain the motive of satire</li> <li>3. Distinguish between media bias and satirical media</li> <li>4. Learn about social and historical context of the contemporary satirical novel</li> <li>5. Read 1984 to comprehend and analyze key literary concepts such as a political satire</li> <li>6. Identify and apply unit and text vocabulary terms to make connections between fiction and non-fiction text and media</li> <li>7. Identify literary techniques in the novel, and recognize how each serves Orwell's purposes as an author</li> <li>8. Analyze the intent and relevance of the author's purpose using modern media</li> </ol>

<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.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. 1.3.11-12.C	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.

<b>Important Standards Addressed in the Unit:</b>	
CC.1.3.11-12. F	Evaluate how words and phrases shape meaning and tone in texts
CC. 1.3.11-12. I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies and tools
CC.1.3.11-12.A	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text

CC.1.4.11-12.O	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, organization, development substance and style are appropriate to purpose, audience and task.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Satire uses deception meant to harm a group or institution</li> <li>• Fictional novels and other literature are meant to entertain an audience.</li> <li>• Literature applies to a fictional world, and rarely impacts society.</li> <li>• Reading literature is an independent activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Satire uses ideas to criticize social or political issues or injustice</li> <li>• Authors often publish novels to criticize society and affect change beyond entertainment</li> <li>• Literature can incite critical thinking and change incited by an author's perspective and audience impact.</li> <li>• Reading literature can be enhanced by engaging in collaborative shared processes that help an audience uncover meaning and application to real life.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Bias in media can impact audience understanding and action intentionally or unintentionally.</li> <li>• Satire in media uses narrative elements and techniques to provide social or political commentary to enact change.</li> <li>• Types of satire evoke tone and mood to create audience comprehension and interpretation</li> <li>• Reading critically allows an individual to distinguish varied themes within a narrative via plot and figurative devices</li> <li>• Characteristics of dystopian literature provide a framework for understanding satirical commentary.</li> <li>• Author perspective and purpose contributes to the central ideas, perspectives, and themes of satire.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Analyze print and web media to support claims or understanding of a topic.</li> <li>• Synthesize understanding of key concepts between informative or persuasive texts and types of media.</li> <li>• Identify, analyze, and compare narrative techniques, elements, and figurative devices to uncover theme.</li> <li>• Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• antagonist</li><li>• anti-hero</li><li>• aphorism</li><li>• bias (types of media bias: placement, selection, etc...)</li><li>• character (dynamic, static)</li><li>• characterization (indirect, direct)</li><li>• conflict</li><li>• dystopia</li><li>• figurative devices</li></ul>	<ul style="list-style-type: none"><li>• flashback</li><li>• foreshadowing</li><li>• irony (verbal, dramatic, situational)</li><li>• maxim</li><li>• metaphor</li><li>• orthodox</li><li>• oxymoron</li><li>• paradox</li><li>• perspective</li><li>• plot</li></ul>	<ul style="list-style-type: none"><li>• propaganda</li><li>• protagonist</li><li>• satire</li><li>• setting</li><li>• simile</li><li>• structure</li><li>• symbolism</li><li>• text-specific vocabulary</li><li>• theme</li><li>• tone</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Socratic Seminar/Discussion
  - Student Responses/Portfolio (Media Bias Project)
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**Interdisciplinary Connections:**

- The unit provides information about media/broadcasting as a career path and use beyond the classroom
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:**Primary Texts:

- Orwell, G. (1977). *1984: A novel*. New York, NY: Signet Classic.
- Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Supplemental Texts:

- Berger, A. A. (2014). *Media Analysis Techniques* (Fifth ed.). Chapter 10: Cell Phones, Social Media, and the Problem of Identity. Thousand Oaks, CA: Sage Publications.
  - Full text of "A Modest Proposal" (n.d.). Retrieved May 15, 2016, from <http://www.archive.org/stream/amodestproposal01080gut/1080.txt>
  - Media Bias. (n.d.). Retrieved from <https://www.studentnewsdaily.com/types-of-media-bias/>
  - Media Literacy Toolkit – Newsela | Learning & Support. (n.d.). Retrieved from <https://support.newsela.com/hc/en-us/sections/115001500423-Media-Literacy-Toolkit>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
  - Orwell, G. (1977). *1984: A novel*. New York, NY: Signet Classic.
  - Propaganda in Commercials. (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/wN6fgy1k>
  - Snopes.com. (2018, March 30). Retrieved from <https://www.snopes.com/>
  - The Anti-Hero in Literature. (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/iJFIgArq>
  - Understanding Satire in "Whole Foods Parking Lot" (n.d.). Retrieved April 9, 2016, from <http://ed.ted.com/on/y7eG3scG>
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**Created By: Michael Andreoli**





**Media/Journalism**  
**Grade 12**  
**Unit 5 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**3-4 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>• Unit 1: The Role &amp; Impact of Media</li> <li>• Unit 2: Foundations of Communication</li> <li>• Unit 3: Writing to Inform</li> <li>• Unit 4: Satire versus Media Bias</li> <li>• <b>Unit 5: Persuasive Communication</b></li> <li>• Unit 6: The Person: Building Responsibility and Confidence</li> <li>• Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>• Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>• Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 5: Persuasive Communication
<b>Unit Summary</b>	<p>Students will refine key understanding and skills related to persuasive writing and mass media through identification and synthesis of key terms and unit concepts. Specifically, students will evaluate the formal persuasive essay structure as well as the use of persuasive techniques in mass media such as advertisements, commercials, and varied modes of persuasive print and web media including short literary pieces, editorials, columns, and reviews.</p> <p>Students will gain an understanding of avoiding bias in persuasive arguments through techniques which include supporting claims via balanced ethos, logos, and pathos as well as effectively refuting via a counter argument (rebuttal). As a result, students will apply key understandings independently to engage in collaborative discussion and seminar to distinguish fact from fiction as well as evaluate bias and consider effective arguments and counter arguments in the sample text.</p> <p>Subsequent to effective persuasion techniques, students will refine key understandings related to the art of persuasion related to public relations and advertising. Initially, students will use the course textbook to identify the key concepts and skills necessary for effective writing related to public</p>

	<p>relations and advertising with an awareness of 21<sup>st</sup> century skills related to productivity and accountability.</p> <p>Students should learn the definition of public relations and gain the ability to explain and synthesize the elements of related topics such as a press release as well as the role of a publicist concerning media in society. Students will gain an understand of the formal definition for advertising within the world of media as well as key the application of key advertising concepts via key vocabulary aligned to the course textbook. Students will review samples of advertising and public relations to effectively analyze and apply unit concepts and continue to evaluate the author's purpose.</p> <p>A collaborative project-based assessment to showcase student mastery in the unit will require students to create a "media kit" which must include a selection of at least 3 of the following public relations media studied. Tasks should be selected and divided amongst each Public Relations team. <i>Students may also select another appropriate group or topic as a basis for the completed media kit with teacher approval:</i></p> <ul style="list-style-type: none"> <li>• Press release of an upcoming celebration and the highlights of the organization or event including a headline and subhead.</li> <li>• At least one photo or propaganda advertisement for the selected topic</li> <li>• A brief history of the topic</li> <li>• A display advertisement for the event or topic</li> <li>• A 30-45 second video advertisement about the event or topic which highlights key information for the audience</li> </ul> <p>Ultimately, students will be provided multiple collaborative and independent opportunities to synthesize learning via basic research and writing skills reviewed throughout the course to effectively engage in varied persuasive writing tasks and processes to plan, organize, draft, revise, edit, and publish an effective persuasive arguments with varied, cited credible sources and rebuttal. While the response must showcase mastery of all unit concepts, the mode of media presentation may vary (print Op-Ed, news column, video, essay, etc...).</p>
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<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does a reader effectively distinguish fact from opinion?</li> <li>2. What elements of persuasion effectively engage an audience to impact decision-making?</li> <li>3. What are the differences between modes of persuasive media such as editorials, columns, and reviews?</li> <li>4. What role do public relations and advertising play in the media and society?</li> <li>5. What are the elements of a press release?</li> <li>6. What components are used to create an effective advertisement?</li> <li>7. How do media and grammar conventions affect public relations and advertising?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Persuasive writing contains multiple modes including editorials, columns, and reviews</li> <li>2. The purpose of persuasive writing is to influence or change an audience's thoughts or opinions concerning a specific topic</li> <li>3. An individual must be able to effectively assess bias via distinguishing facts and fiction to make an informed, researched based decision concerning a persuasive topic.</li> <li>4. Effective persuasive writing requires research, planning, and revising prior to publication</li> <li>5. Public relations and advertising require a proficient grasp of the elements of persuasion.</li> <li>6. Explain and synthesize the creation of an effective press release, public relations, or advertising product.</li> <li>7. Write and create media with an awareness of the stylistic aspects of grammatical conventions.</li> </ol>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.11-12.C	Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension
CC. 1.3.11.-12.F	Demonstrate grade appropriate command of the conventions of standard English grammar and spelling
CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11-12.D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

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**Important Standards Addressed in the Unit:**

CC.1.4.11-12.G	Write arguments to support claims in an analysis of substantive topics
CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; 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 evidences, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
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.
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.1.4.11-12.K	Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"><li>• There is one way to effectively write to persuade</li><li>• Ignoring a counter argument allows a writer to fully support his/her position</li><li>• Public relations and advertising are synonyms</li><li>• An effective public relations and advertising employee must have interpersonal skills</li></ul>	<ul style="list-style-type: none"><li>• There are several forms of media which effectively persuade an audience</li><li>• Identifying and effectively refuting a counter argument decreases a writer's bias and strengthens his/her position</li><li>• Advertising is a paid message and is concerned with sales</li><li>• Public relations is the practice of presenting images and information typically for business or governmental agencies and nonprofits to protect reputations</li><li>• An effective public relations and advertising employee must be a creative thinker and organized writer</li></ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>• Writing style (AP, MLA, APA) is essential for formatting and presenting material accurately and ethically.</li> <li>• Types of persuasive writing include persuasive techniques that are essential for tailoring a message to garner attention and action.</li> <li>• The writing process is an effective method for ensuring a final written product is coherent and cohesive.</li> <li>• Reading to identify position and bias enhances one's ability to be a critical consumer and creator.</li> <li>• Distinguishing advertising and public relations media is helpful in aiding reading comprehension and career skills.</li> <li>• Media ethics apply to persuasive messages.</li> <li>• Writing with awareness to grammatical conventions of English enhances clarity and delivery of a message.</li> <li>• Reading critically to evaluate mode and purpose helps an individual become an accurate consumer of media.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Apply key concepts to analysis of print and web media</li> <li>• Synthesize understanding of key concepts between informative or persuasive texts and types of media.</li> <li>• Identify and refute counterclaims via credible, ethical rebuttal or refutation.</li> <li>• Write or create products using persuasive techniques for varied purposes and audiences.</li> <li>• Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• advertising</li> <li>• bias</li> <li>• column</li> <li>• conclusion</li> <li>• copywriter</li> <li>• counter argument</li> <li>• critic</li> <li>• editorial</li> <li>• ethos</li> <li>• fact</li> <li>• headline</li> </ul>	<ul style="list-style-type: none"> <li>• introduction</li> <li>• logo</li> <li>• logos</li> <li>• media kit</li> <li>• op-ed</li> <li>• opinion</li> <li>• pathos</li> <li>• position</li> <li>• press release</li> <li>• public relations</li> <li>• publicist</li> </ul>	<ul style="list-style-type: none"> <li>• rebuttal/refutation</li> <li>• rhetoric</li> <li>• refutation/refute</li> <li>• review</li> <li>• style</li> <li>• subhead</li> <li>• subjective writing</li> <li>• tagline</li> <li>• transition</li> <li>• thesis</li> <li>• voice</li> </ul>
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**Evidence: Assessments and Performance Task(s)**

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- Unit Exam/Quizzes
  - Media Kit Project
  - Student Responses/Portfolio (Persuasive Written Response)
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**Interdisciplinary Connections:**

- The unit provides information about media/broadcasting as a career path and use beyond the classroom
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
  - Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:**Primary Texts:

- Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Supplemental Texts:

- "501 Writing Prompts (2003)". Learning Express, NY. Retrieved May 15, 2016, from <http://www.misd.net/Languageart/GrammarInAction/501WritingPrompts.pdf>
  - D. (2011). Branding in Relation to Marketing, Public Relations & Advertising. Retrieved April 19, 2016, from <https://www.youtube.com/watch?v=Okvjqoplvg>
  - Full text of "A Modest Proposal" (n.d.). Retrieved May 15, 2016, from <http://www.archive.org/stream/amodestproposal01080gut/1080.txt>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
  - **Grammar, Mechanics, & General Writing Rules & Practice:** Welcome to the Purdue OWL. (n.d.). Retrieved January 14, 2016, from <https://owl.english.purdue.edu/owl/section/1/>
  - **Essay & Narrative Writing Manuals & Tutorials:** Welcome to the Purdue OWL. (n.d.). Retrieved March 17, 2016, from <https://owl.english.purdue.edu/owl/resource/685/1/>
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**Created By: Michael Andreoli**

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**Media/Journalism**  
**Grade 12**  
**Unit 6 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**3 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>Unit 1: The Role &amp; Impact of Media</li> <li>Unit 2: Foundations of Communication</li> <li>Unit 3: Writing to Inform</li> <li>Unit 4: Satire versus Media Bias</li> <li>Unit 5: Persuasive Communication</li> <li><b>Unit 6: The Person: Building Responsibility and Confidence</b></li> <li>Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 6: The Person: Building Responsibility and Confidence
<b>Unit Summary</b>	<p>In this unit of study, students will begin to refine the ability to communicate orally by distinguishing between the types of communication. Students will learn that communication is the process of sending and receiving messages. Writing and speaking are two forms of communicating with words. Messages may also be delivered through nonverbal communication (such as body language) and symbols (such as the "peace" sign). Interpersonal communication takes place any time messages are transmitted between two or more people.</p> <p>Students will begin to assess and refine command of language, posture, eye contact, gestures, and other speech basics are certainly important to oral communication. However, students must be aware effective and responsible speech must be built on a solid foundation of values, or ethics. This ethical foundation consists of three essential elements: striving to be a good person; communicating constructively; and caring about the audience.</p> <p>Moreover, students will apply the understanding that a good speaker must have proper motivation—the driving force behind the words. Two internal forces should motivate speech: (1)</p>

	<p>the desire to treat both people and situations with fairness and respect and to avoid stereotyping; (2) the desire to set a good example for others.</p> <p>Additionally, students will learn how confidence can be undermined by stage fright, the fear of speaking in public. Surveys show that up to ninety percent of Americans feel very uncomfortable about any form of public speaking. Therefore, students will identify ways to manage stage fright when speaking publicly. The first step is to have an accurate perception of your audience, of your speech, and of yourself. Most importantly, students will gain an appreciation and understanding for unit concepts related to sharing of ideas and information, and that anyone has a great deal to offer when engaging in public speaking through the study of key terms within the primary text and evaluating formal speeches.</p> <p>The unit will culminate learning by providing an opportunity for students to apply introductory public speaking skills via an introductory speech to the class to provide reflection of skills and competencies as well as understanding of key unit terms and content via teacher and peer feedback. Many of the concepts introduced will be refined in the remaining units of study to differentiate student growth and mastery.</p>
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. How should communicators identify and analyze the ethical and social responsibilities of giving a speech?</li> <li>2. How does the communication process treated in personal, professional, and social contexts?</li> <li>3. How does the audience affect the means for communication?</li> <li>4. How can verbal and nonverbal communication be impactful?</li> <li>5. How can I minimize stage fright and increase confidence while publicly speaking?</li> <li>6. What basic elements of delivering a speech that will help me be successful?</li> <li>7. What characteristics define a good public speaker?</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and analyze the ethical and social responsibilities of communicators.</li> <li>2. Identify the components of the communication process and their functions.</li> <li>3. Explain the importance of effective communication skills in personal, professional, and social contexts.</li> <li>4. Recognize your audience as an important element in building responsible communication skills.</li> <li>5. Realize the importance of and impact of both verbal and nonverbal communication.</li> <li>6. Understand through discussion that confidence means and how it is a vital element in the effective speaking.</li> <li>7. Recognize the realities of stage fright and how they can appropriately deal with the problem.</li> <li>8. Realize the value of perception as it applies in confidence in their speaking.</li> <li>9. Implement the planks of confidence while speaking.</li> </ol>

<b>Focus Standards Addressed in the Unit:</b>	
<b><i>Standard Number</i></b>	<b><i>Standard Description</i></b>
CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
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.

CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
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### Important Standards Addressed in the Unit:

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
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
CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Self-confidence is natural.</li> <li>Self-confidence overcomes ability.</li> <li>A good public speaker is someone who is liked by his or her audience.</li> </ul>	<ul style="list-style-type: none"> <li>Self-confidence can be trained/ learned.</li> <li>Self-confidence is achieved through repetition.</li> <li>A good public speaker knows how to manage apprehension to organize and deliver a fair message.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>The communication process requires awareness of criteria and processes to effectively send and receive messages verbally or nonverbally.</li> <li>Building the proper motivation is essential for successful public speaking</li> <li>Understanding stage fright will help a speaker prepare and deliver a speech or communicate effectively to an audience</li> <li>Interpersonal communication takes place any time messages are transmitted between two or more people.</li> <li>Establishing an accurate perception adds</li> <li>Examining the Planks of Confidence provides valuable reflection to prepare and improve public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Analyze media that exhibits someone using good communication skills</li> <li>Analyze examples of good and bad examples of communication</li> <li>Interview or learn about someone who has had the confidence to do something admirable in the face of adversity</li> <li>Apply elements of motivation to speak publicly.</li> <li>Compile a self- improvement chart to showcase awareness of strengths and areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>



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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• allegory</li><li>• assertion</li><li>• common ground</li><li>• communication</li><li>• communication barrier</li><li>• communication process</li><li>• confidence</li><li>• content</li><li>• conviction</li><li>• credibility</li><li>• dedication</li><li>• dialogue</li><li>• empathy</li><li>• enthusiasm</li><li>• ethics</li><li>• eulogy</li><li>• fear</li></ul>	<ul style="list-style-type: none"><li>• feedback</li><li>• impression</li><li>• innovation</li><li>• inter/intrapersonal communication</li><li>• irrational</li><li>• logical/ emotional/ personal appeal</li><li>• mesmerize</li><li>• message</li><li>• motivation</li><li>• newness</li><li>• nonverbal communication</li><li>• notes</li><li>• oral communication</li><li>• orator</li><li>• organization</li><li>• perception</li></ul>	<ul style="list-style-type: none"><li>• performance anxiety</li><li>• phobia</li><li>• prioritizing</li><li>• receiver</li><li>• reciprocal</li><li>• responsible</li><li>• rhetoric</li><li>• self-esteem</li><li>• sender</li><li>• stage fright</li><li>• stereotyping</li><li>• symbol</li><li>• verbal communication</li><li>• written communication</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Introductory Speech
  - Student Responses/Portfolio (Speech Feedback Evaluations & Responses)
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**Interdisciplinary Connections:**

- This unit requires group collaboration and discussion skills beneficial for varied professional and informal settings
  - The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
  - Formal speaking opportunities provide students with an opportunity to develop confidence and sharing through verbal communication that applies to multiple scholarly, career, or social settings.
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking and analysis of effective communication skills and concepts
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**Additional Resources:****Primary Texts:**

- McCutcheon, R., Schaffer, J., & Wycoff, J. (2016). *Speech*. Columbus, OH: McGraw-Hill Education.

**Supplemental Texts:**

- The internet and "Speaking Across the Curriculum" booklet
  - The Skill of Self-Confidence: <https://www.youtube.com/watch?v=w-HYZv6HzAs>
  - NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
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**Created By: Michael Andreoli**

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**Media/Journalism**  
**Grade 12**  
**Unit 7 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**4 Weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>• Unit 1: The Role &amp; Impact of Media</li> <li>• Unit 2: Foundations of Communication</li> <li>• Unit 3: Writing to Inform</li> <li>• Unit 4: Satire versus Media Bias</li> <li>• Unit 5: Persuasive Communication</li> <li>• Unit 6: The Person: Building Responsibility and Confidence</li> <li>• <b>Unit 7: Person to Person: Introduction to Interpersonal Communication</b></li> <li>• Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li>• Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 7: Person to Person: Introduction to Interpersonal Communication
<b>Unit Summary</b>	<p>Students will understand the importance of good listening skills in effective communication cannot be overstated. "Nature has given us one tongue, but two ears," wrote the Greek philosopher Epictetus, "that we may hear twice as much as we speak." The loss of millions of dollars in business dealings and even the endangering of workers in construction sites have been attributed to poor listening. Part of the problem is that people listen much faster than they speak, so it's easy for the mind to wander when someone is talking. It is important to use this "spare time" to explore what lies ahead in the speech, analyze the speaker's message, review what one has heard, and search for hidden meanings in what is being said.</p> <p>Listening is more effective if one employs the right listening style for each situation. One should always determine whether to listen appreciatively, discriminatively, empathically, or critically. By choosing appropriate ways to listen, one can avoid poor listening habits, such as tuning out dull topics, faking attention, yielding to distractions, criticizing a speaker's delivery or physical appearance, jumping to conclusions, overreacting to emotional words, and interrupting. Another strategy that will improve listening skills is being aware of how speeches are typically organized from beginning, to middle, to end and paying close attention when it matters most.</p>

	<p>Effective communication happens as a result of people listening carefully to what others have to say and observing their nonverbal communication to see what messages it conveys. Because people generally remember more of what they see than of what they hear, nonverbal communication often overpowers verbal messages. A person can use positive or negative nonverbal communication to convey agreement, openness, interest, boredom, or nervousness. Generally, facial expressions are the most difficult kinds of nonverbal communication to accurately interpret, whereas tones of voice and body postures are more telling. For example, people who are lying tend to touch their faces often and fidget more than usual.</p> <p>Nonverbal communication is not a universal language, and different gestures can have very different meanings in different cultures. "Personal space," or the distance between people while speaking, also varies by culture and circumstance. The amount of space between people should depend upon whether their communication is intimate, personal, social, or public.</p> <p>Interpersonal communication is the art of getting along and communicating effectively with other people. Most business professionals agree that it is one of the most important skills you need to be successful in your chosen field and in your personal life. Regardless of whom you are speaking with, it is critical to speak with courtesy and tact. It is also important to choose an appropriate tone when communicating with others. An aggressive or nonassertive tone does not usually achieve positive results. It is best to communicate in an assertive tone, which includes speaking in a warm, friendly voice; using respectful words; making direct eye contact; and staying relaxed.</p> <p>Acquiring people skills is a worthwhile goal. A person with strong people skills makes others feel at ease by making introductions, participating effectively in conversations, offering and accepting criticism, and giving clear and accurate directions. In a world that is becoming more interconnected all the time, interpersonal communication skills are essential in building understanding and positive relationships with others.</p>
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<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are hearing and listening different and why are they important?</li> <li>2. Why are there different components and kinds of listening processes?</li> <li>3. How are verbal and nonverbal communication distinguished?</li> <li>4. How can one use body language to reinforce a verbal message?</li> <li>5. How can gestures have different meanings in different cultures?</li> <li>6. Why should one value interpersonal communication?</li> <li>7. How are assertiveness, courtesy, and tact important when interacting with people?</li> <li>8. How can positive communication help to build professional and social interpersonal relationships?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Explain the difference between hearing and listening.</li> <li>2. Identify and describe the components and kinds of the listening process.</li> <li>3. Explain why good listening habits are important.</li> <li>4. Distinguish between verbal and nonverbal communication.</li> <li>5. Use body language to reinforce their verbal message.</li> <li>6. Understand the value of effective interpersonal communication.</li> <li>7. Understand the importance of assertiveness, courtesy, and tact when dealing with people.</li> <li>8. Implement effect strategies for successful one-to-one communication.</li> <li>9. Use communication to build positive professional and social interpersonal relationships.</li> </ol>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.4.11-12.I	Distinguish the claim(s) from alternate or opposing claims; 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.
CC.1.4.11-12.J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**Important Standards Addressed in the Unit:**

CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
CC.1.4.11-12.K	Write with an awareness of the stylistic aspects of composition.
CC.1.4.11-12.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Good hearing and good listening are closely related.</li> <li>• The speaker is solely responsible for success in oral communication.</li> <li>• Listening is a passive activity.</li> <li>• Consequences of careless listening are minimal.</li> <li>• Body language does not affect impressions. Emoticons can be use at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Good hearing and good listening are closely related.</li> <li>• The speaker is solely responsible for success in oral communication.</li> <li>• Listening is a passive activity.</li> <li>• Consequences of careless listening are minimal.</li> <li>• Body language does not affect impressions. Emoticons can be use at all times</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>

<ul style="list-style-type: none"> <li>• Listening is more than hearing and involves an active process.</li> <li>• Roadblocks to Good Listening impede the communication process for internal or external reasons.</li> <li>• Effective listening strategies can be used to enhance understanding, entertainment, and responses depending on context or circumstances.</li> <li>• Body basics such as interpreting nonverbal messages, multicultural messages, appropriate tone, and people skills enhance delivery and understanding in the communication process.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>• Synthesize awareness of personal intrapersonal processes when communicating</li> <li>• Reflect upon listening skills and habits</li> <li>• Evaluate listening styles and processes</li> <li>• Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>• Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>• Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>• Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>• Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>
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#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• acronym</li> <li>• aggressive/ nonaggressive/ assertive tone</li> <li>• appreciative/ discriminative/ bias</li> <li>• body language</li> <li>• comparative</li> <li>• courtesy</li> <li>• dialogue</li> <li>• disintegration</li> <li>• distal</li> <li>• diverse</li> <li>• empathetic/ critical listening,</li> <li>• excursion</li> <li>• eye contact</li> <li>• false comparison</li> <li>• filter</li> </ul>	<ul style="list-style-type: none"> <li>• gesture</li> <li>• interpersonal/ social/ professional communication</li> <li>• intimate/ personal/ social/ public distance</li> <li>• jump on the bandwagon</li> <li>• listening spare time</li> <li>• name calling</li> <li>• nonverbal message</li> <li>• paraphrase</li> <li>• Passive/ active listening</li> <li>• people skills</li> <li>• peripheral</li> <li>• personal space</li> <li>• propaganda</li> <li>• retention</li> </ul>	<ul style="list-style-type: none"> <li>• rhetorical</li> <li>• sound board</li> <li>• stack the deck</li> <li>• stoic</li> <li>• summarize</li> <li>• suppress</li> <li>• sympathetic</li> <li>• tact</li> <li>• testimonial</li> <li>• timbre</li> <li>• tone of voice</li> </ul>
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#### Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> <li>• Unit Exam/Quizzes</li> <li>• Speech Evaluation or Speech</li> <li>• Student Responses/Portfolio (Listening Learning Tasks/Podcast Project)</li> </ul>
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**Interdisciplinary Connections:**

- The unit provides information about media/broadcasting as a career path and use beyond the classroom
- The unit provides an opportunity for students to identify and explore topics of interest and experiences as a creator and consumer of mass media
- Formal written response skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments
- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

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**Additional Resources:****Primary Texts:**

- McCutcheon, R., Schaffer, J., & Wycoff, J. (2016). *Speech*. Columbus, OH: McGraw-Hill Education.

**Supplemental Texts:**

- The internet and "Speaking Across the Curriculum" booklet
- TV Julian Treasure: 5 Ways to Listen Better: [https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better?language=en](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en)
- Amy Cuddy: Your body language shapes who you are: [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are#t-20308](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-20308)
- NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>

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**Media/Journalism**  
**Grade 12**  
**Unit 8 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**4-5 Weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>• Unit 1: The Role &amp; Impact of Media</li> <li>• Unit 2: Foundations of Communication</li> <li>• Unit 3: Writing to Inform</li> <li>• Unit 4: Satire versus Media Bias</li> <li>• Unit 5: Persuasive Communication</li> <li>• Unit 6: The Person: Building Responsibility and Confidence</li> <li>• Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>• <b>Unit 8: Speaking to Inform: Preparation &amp; Process</b></li> <li>• Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</li> </ul>

<b>Unit Title</b>	Unit 8: Speaking to Inform: Preparation & Process
<b>Unit Summary</b>	<p>In order to be a credible speaker, students will refine understanding regarding accumulating information to present a speech as well as effectively organize the information for informative modes of speaking such as extemporaneous and impromptu speeches. Moreover, students will use the primary course text to understand and apply logic, reasoning, language, and delivery skills essential for mastering the communication process when delivering a message. Students must research and evaluate sources carefully to make sure they are reliable and relevant to the selected topic. Outlining the findings for a selected speech topic will prepare the student to present thoughts and evidence through appropriate selection of order such as chronological or order of importance.</p> <p>Students will investigate informative speaking protocol to understand an informative speech usually gives instructions, provides facts, or clarifies ideas through multiple modes and options. Students will reflect on the challenge of ethically presenting information to enhance interest, engagement, and understanding. Some types of informative speeches include the public lecture, the status report, the briefing, the fireside chat, and the chalk talk. There are six characteristics, or Cs, that will make any type of informative speech more effective. The speech must be clear, concise, complete, correct, and concrete, and it must connect with the audience's background and attitudes.</p>

	<p>Once the student has decided on a topic, he/she should narrow it down in terms of time, space, and scope. Students will begin this narrowing by stating the thesis and proceeding to support it with facts, anecdotes, quotes, definitions, and descriptions. Another way students will enhance the presentation is through the use of audio and visual aids such as photographs, graphic representations, videotapes, and sound recordings. Students will use their understanding of informative speaking to distinguish between the types and elements of impromptu and extemporaneous speeches including reference to the primary textbook chapters 8-13 and 15.</p>
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<b>Unit Essential Questions:</b>	<b>Key Understandings:</b>
<ol style="list-style-type: none"> <li>1. How is the Information Age impactful on your future?</li> <li>2. How should I focus my research efforts, identify shortcuts to reduce time spent researching, and use library resources to find materials for my speech?</li> <li>3. How can I use effective strategies to organize and outline presentations?</li> <li>4. How should I apply effective verbal strategies regarding language and delivery in presentations and in life?</li> <li>5. How should I develop appropriate introductions and conclusions for their speeches that will give positive first and final impressions?</li> <li>6. How should I develop a meaningful body for their speech that shows clarity and logical progression and use the various patterns of organization for speeches?</li> <li>7. How is knowing the types of informative speech beneficial?</li> <li>8. How will I find a good subject for an informative speech, narrow that subject to a manageable topic, and compose a sharply focused thesis?</li> <li>9. How will I develop interesting material for my speech using anecdotes, quotes, and definitions?</li> <li>10. How will I integrate audio and visual aids into my speech?</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the major impact of the Information Age on their future.</li> <li>2. Develop a plan that will help them focus their research efforts.</li> <li>3. Use effective strategies to organize and to outline presentations.</li> <li>4. Use and apply effective verbal strategies in presentations and in life.</li> <li>5. Develop appropriate introductions and conclusions for their speeches that will give positive first and final impressions.</li> <li>6. Develop a meaningful body for their speech that shows clarity and logical progression.</li> <li>7. Identify and use the various patterns of organization for speeches.</li> <li>8. Identify the major types of informative speeches.</li> <li>9. Find a good subject for an informative speech, narrow that subject to a manageable topic, and compose a sharply focused thesis.</li> <li>10. Develop interesting material for their speech through the use of anecdotes, quotes, and definitions.</li> <li>11. Integrate audio and visual aids into their speech.</li> </ol>

<b>Focus Standards Addressed in the Unit:</b>	
<b><i>Standard Number</i></b>	<b><i>Standard Description</i></b>
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
CC.1.4.11–12.W	Gather relevant information from multiple authoritative print and digital sources, using advanced 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.



CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.
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### Important Standards Addressed in the Unit:

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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
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.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Informative speeches are controversial. They should be wordy and overly extensive.</li> <li>The research process includes steps that don't help me write my final paper or give my final speech.</li> <li>Researching for a speech is different than researching for a written essay.</li> <li>Some people are just born with the talent of delivering engaging presentations</li> </ul>	<ul style="list-style-type: none"> <li>Informative speeches are factual and not geared towards attempting to change the audience's options.</li> <li>Speeches can inform based on descriptions, explanations, or instructions. They should create information hunger and be easy to understand</li> <li>The steps should build upon one another and essentially write the paper for the student: note cards, preliminary outline, working outline, final sentence outline, rough draft, final draft.</li> <li>Choose a topic, analyze the student's audience, create a thesis, determine how the student will support the student's claims, organize notes on note cards, establish a timeline, start broad and end specific.</li> <li>Common techniques regarding organization, language, and delivery are utilized to build credibility "ethos" in formal writing and speaking</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Extemporaneous informative speeches instruct, inform, and clarify</li> <li>Turning a subject into a speech requires research and narrowing a topic to create a position or thesis.</li> <li>Audio and visual aids should engage an audience to enhance your message.</li> <li>Creating multimedia presentations requires a speaker</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary</li> <li>Distinguish between effective and ineffective informative speaking language and delivery elements and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea,</li> </ul>

<p>to identify and organize information effectively with awareness of the audience</p> <ul style="list-style-type: none"> <li>Organizing research to support a claim provides an effective introduction, body, and conclusion</li> <li>Refining the use of language and delivery techniques engages the audience and positively impacts their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extemporaneous modes of public speaking to apply techniques of preparation, organization, and engagement.</li> <li>Narrow topics and information to provide clarity to an informative speech</li> <li>Analyze and evaluate one's self and environment to tailor public speaking to audience needs and interests</li> <li>Identify and apply effective use of language and delivery techniques.</li> </ul>	<p>interpreting, critically appraising, and making personal connections</p> <ul style="list-style-type: none"> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>
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### Academic Vocabulary:

<ul style="list-style-type: none"> <li>advance organizer</li> <li>analogy</li> <li>anecdote</li> <li>attribution</li> <li>audience analysis</li> <li>body</li> <li>briefing</li> <li>chalk talk</li> <li>chronological/ climactic/ spatial/ cause-effect/ problem- solution pattern</li> <li>concrete</li> <li>cultural literacy</li> <li>cutaway</li> <li>database</li> <li>definition</li> <li>delivery</li> <li>demographics</li> <li>diagram</li> <li>extemporaneous</li> </ul>	<ul style="list-style-type: none"> <li>figurative language (imagery, simile, metaphor, etc...)</li> <li>fireside chat</li> <li>ghost writer</li> <li>gigantic</li> <li>graph</li> <li>handout</li> <li>illustration</li> <li>impromptu</li> <li>index</li> <li>infographic, fever/ pie/ bar chart</li> <li>interlibrary loan</li> <li>introduction</li> <li>link</li> <li>main heading</li> <li>map</li> <li>model</li> <li>multimedia presentation</li> <li>narrative</li> <li>narrowing</li> </ul>	<ul style="list-style-type: none"> <li>outline</li> <li>paraphrasing</li> <li>plagiarism</li> <li>PowerPoint</li> <li>preview statement</li> <li>public lecture</li> <li>purpose statement</li> <li>quotation</li> <li>rhetorical questions</li> <li>status quo</li> <li>subordination</li> <li>supporting materials</li> <li>table of contents</li> <li>thesis</li> <li>thesis statement</li> <li>transition</li> </ul>
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### Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> <li>Unit Exam/Quizzes</li> <li>Informative Speech (Extemporaneous; Impromptu)</li> <li>Student Responses/Portfolio (Written Responses &amp; Speech Evaluations)</li> </ul>
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### Interdisciplinary Connections:

<ul style="list-style-type: none"> <li>The unit provides an opportunity for students to identify and explore topics of interest and experiences as a contributing member of individual and group public speaking experiences essential for success in interpersonal environments.</li> <li>Formal extemporaneous speaking skills refine the use of academic vocabulary integral to success in a plethora of post-high school environments</li> </ul>
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- Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument

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**Additional Resources:**

Primary Texts:

- Lynch, L. (2013). *Exploring journalism and the media*. Mason, OH: South-Western Cengage Learning.

Supplemental Texts and Resources:

- NEWSELA Literacy & Nonfiction Text Search Website: Newsela Nonfiction Literacy and Current Events. (n.d.). Retrieved March 15, 2016, from <https://newsela.com/>
- The internet and "Speaking Across the Curriculum" booklet
- Video for delivering informative speeches: <http://study.com/academy/lesson/helping-your-audience-learn-during-informative-speeches-strategies-tips.html>

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**Media/Journalism**  
**Grade 12**  
**Unit 9 of 9**

**Course/Subject:**  
**Media/Journalism**

**Grade: 12**

**Suggested Timeline:**  
**4-5 weeks**

<b>Grade Level Summary</b>	Media/Journalism is an academic level English course geared toward college-bound seniors. This course is designed to give students opportunities to obtain, refine, and reflect upon twenty-first century critical-thinking and communication skills via comprehension and analysis of varied media (news, film, narrative, and social media). Students will be provided opportunities to develop personal interests through research, communicate with poise, and master reading, writing, speaking and listening skills. Additionally, students will gain practice analyzing and inferring as a structure for making effective judgment, summarizing a conclusion, or taking action. Students will have multiple opportunities to learn and apply the foundations of communication regarding impacting an audience via discussion, oral presentation, and written response to showcase mastery of journalistic conventions including distinguishing bias, understanding techniques of persuasion, and developing effective word choice with an awareness of varied audiences.
<b>Grade Level Units</b>	<ul style="list-style-type: none"> <li>Unit 1: The Role &amp; Impact of Media</li> <li>Unit 2: Foundations of Communication</li> <li>Unit 3: Writing to Inform</li> <li>Unit 4: Satire versus Media Bias</li> <li>Unit 5: Persuasive Communication</li> <li>Unit 6: The Person: Building Responsibility and Confidence</li> <li>Unit 7: Person to Person: Introduction to Interpersonal Communication</li> <li>Unit 8: Speaking to Inform: Preparation &amp; Process</li> <li><b>Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation</b></li> </ul>

<b>Unit Title</b>	Unit 9: Speaking to Persuade: Supporting your Position and Oral Interpretation
<b>Unit Summary</b>	<p>Students will identify that the purpose of a persuasive speech is to convince the speaker's listeners to believe as the speaker does and to influence them to take some sort of action. In preparation, students will uncover the first thing a persuasive speaker must do is analyze the audience to determine how the speaker's listeners feel about the message.</p> <p>Students will evaluate how most audiences can be classified into four categories: supportive (friendly), uncommitted (neutral), indifferent (apathetic), and opposed (hostile). Regardless of the type of audience the speaker addresses, the speaker's main goal is to gain as many supporters as possible.</p> <p>To culminate learning and show mastery, students will apply previously learned elements and techniques of persuasion, language, and delivery to construct and deliver an effective persuasive speech. Additionally, students will refine understanding of key concepts by engaging in the study and application of other persuasive or interpretive public speaking tasks that require a speaker to</p>

support their own views including discussion, debate, and oral interpretation amongst other styles of speeches for special occasions.
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**Unit Essential Questions:**

1. Why is it important to recognize the specific features of the persuasive speech?
2. How will I apply what I've learned about effective persuasive speaking to both my dealings with others and my own life?
3. How will I analyze and adapt my persuasive approach to match the makeup of my audience?
4. How will I implement logical, emotional, and personal appeals?
5. What is oral interpretation and how will I analyze the meaning and feeling of a selection?
6. Why are cooperative attitudes necessary for group discussions?
7. How do the major kinds and factors of group discussions determine the success of the group discussion?
8. How could identifying the steps of problem-solving be useful in a group discussion?
9. How are knowing techniques, examples, and terms of debates beneficial?

**Key Understandings:**

1. Recognize the specific features of the persuasive speech?
2. Apply what they've learned about effective persuasive speaking to both their dealings with others and their own life.
3. Analyze the type of audience to whom they are speaking.
4. Adapt their persuasive approach to match the makeup of their audience.
5. Understand and implement logical, emotional, and personal appeals.
6. Define oral interpretation, and choose materials to use for reading and analyze the meaning and feeling of a selection.
7. Explain why cooperative attitudes are necessary for group discussions?
8. Describe the major kinds of group discussions and the factors that determine the success of group discussions.
9. Define basic debate terminology and provide examples of the ways in which people participate in informal debate.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
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.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks.

**Important Standards Addressed in the Unit:**

CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
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.

CC.1.3.11-12.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 words in order to address a question or solve a problem.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> <li>Persuasion is manipulation.</li> <li>One can persuade based on what he/she believes needs to occur.</li> <li>One can persuade based on thoughts without much preparation.</li> <li>Group discussions are led by one person</li> <li>Debating is similar to arguing.</li> <li>Oral interpretation is merely reading aloud or acting.</li> </ul>	<ul style="list-style-type: none"> <li>Use of ethos, pathos, or logos subconsciously prompt the audience to take action.</li> <li>Persuasion requires the ability to set intentions.</li> <li>Building a relationship and reciprocity are essential for effective discussions.</li> <li>Group discussions have an equal participation among all group members and include active listening, active participation, asking questions, piggybacking off of other's ideas, disagreeing constructively, focused, support with evidence, encouraging others.</li> <li>Debate follows an organized structure that requires planned thought and organization.</li> <li>Oral interpretation requires a reader to analyze the author or speaker's purpose and interpret a message through delivery.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Elements of persuasive speaking assist research, organization, and delivery.</li> <li>Abilities and techniques to analyze audiences is essential for tailoring a persuasive message or appropriate language when collaborating.</li> <li>Understanding the collaborative process of group discussions enhance consensus.</li> <li>Adhering to appropriate organization and processes of debate deepens understanding of an issue.</li> <li>Reading aloud with fluency and effective inflection can help an audience understand a speaker or persona's position, opinions, or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend via independent reading and exploration of informative background information to identify, define key concepts and vocabulary.</li> <li>Apply key concepts to analysis of print and web media to persuade for or against a position.</li> <li>Apply elements of collaborative speaking to distinguish between and participate in discussion and debate.</li> <li>Evaluate literary fiction such as a screen play or poetry to apply critical reading comprehension, analysis, and interpretative skills.</li> <li>Synthesize understanding of key concepts via analysis of persuasive appeals in media (i.e. commercials/advertisement)</li> <li>Evaluate and cite multiple media to support a position or summarize a central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas effectively in writing to suit a particular audience or purpose.</li> <li>Write conscientiously for short responses or over time to develop and include succinct claims supported via evidence from a text or other resources adhering to sound research practices.</li> <li>Comprehend text by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections</li> <li>Enhance analysis, interpretation, and depth of understanding via collaborative practices eliciting multiple perspectives and civil discourse.</li> <li>Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness</li> </ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• accommodation</li><li>• affirmative</li><li>• anthology</li><li>• argument</li><li>• aural</li><li>• avoidance</li><li>• brief</li><li>• burden of proof</li><li>• captive/ opposed audience</li><li>• case</li><li>• cohesion</li><li>• competency</li><li>• composure</li><li>• compromise</li><li>• consensus</li><li>• constructive/ disruptive conflict</li><li>• credentials</li><li>• debate</li><li>• disclaimer</li><li>• discussion</li><li>• ethos</li></ul>	<ul style="list-style-type: none"><li>• first/ second/ third person</li><li>• dramatic/ interior monologue</li><li>• forum</li><li>• goodwill</li><li>• groupthink</li><li>• informal debate</li><li>• integrity</li><li>• logos</li><li>• mediation</li><li>• meter</li><li>• moderator</li><li>• mood</li><li>• motif</li><li>• negative</li><li>• negotiation</li><li>• offstage focus</li><li>• omniscient</li><li>• oral interpretation</li><li>• panel</li><li>• pathos</li><li>• persona</li></ul>	<ul style="list-style-type: none"><li>• persuasive speaking</li><li>• proof</li><li>• proposition</li><li>• question of fact/ interpretation/ evaluation</li><li>• rebuttal</li><li>• refute</li><li>• reputation</li><li>• resolution</li><li>• rhapsodes</li><li>• rhythm rhyme, auditory</li><li>• round table</li><li>• scene setting</li><li>• sincerity</li><li>• status quo</li><li>• status quo</li><li>• supportive audience</li><li>• symposium</li><li>• temperament</li><li>• theme</li><li>• town hall meeting</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Unit Exam/Quizzes
  - Persuasive Speech
  - Discussion/Debate
  - Student Responses/Portfolio (Oral Interpretation Project)
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**Interdisciplinary Connections:**

- The unit provides opportunities for students to explore and discuss topics of personal importance or interest as well as engage in civil discourse and ethically organize elements of persuasion to support their positions.
  - The unit provides another opportunity for students to refine interpersonal skills integral in academic and professional settings
  - The unit provides multiple opportunities for students to reflect on feedback (verbally and non-verbally) from peers to enhance communication skills.
  - Collaborative discussion and seminar enhance a student's ability to appropriately engage in civil discourse and engage in conscientious critical thinking that allows for rebuttal of counter argument
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**Additional Resources:****Primary Texts:**

- McCutcheon, R., Schaffer, J., & Wycoff, J. (2016). *Speech*. Columbus, OH: McGraw-Hill Education.

**Supplemental Texts and Resources:**

- Watch Ted Talk on oral interpretation: <http://www.speechanddebate.org/programoralinterpretation>
  - Watch videos from Poetry Out Loud: <http://www.poetryoutloud.org/poems-and-performance/watch-video>
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