

Journalism Unit 2 - Interviewing

Unit Focus
This unit focuses on the interviewing process that reporters are expected to follow. Students will display critical thinking by developing newsworthy story ideas, determining appropriate sources, and creating appropriate questions for those sources to address. Students will conduct a professional interview which includes questions focused on the 5 Ws and H: What? Who? Where? When? Why? and How?

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts : 12</i> <i>919579 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) <i>919590 Speaking & Listening</i> • CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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. <i>919597 Language</i> • CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>Student Growth and Development 21st Century Capacities Matrix</p>	<p>T1 Use a variety of planning tools and sources to gather and to create independent goals and ideas for writing.</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Interviewing is a process.</p> <p>U2 Listening enhances the interviewing process.</p> <p>U3 Writers gather evidence during discussions (interviews) in order to prepare for follow up questions and future writing.</p>	<p>Q1 What is newsworthy?</p> <p>Q2 How can I create appropriate follow up questions?</p> <p>Q3 How do I become a good listener?</p> <p>Q4 How do I determine appropriate sources?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
<p>K1 Ways to start and end an interview.</p> <p>K2 Determining newsworthiness "Qualities of News"</p> <p>K3 How to be a reflective listener</p> <p>K4 How to create follow up questions "in the heat of the</p>	<p>S1 Students will be able to write engaging interview questions for sources.</p> <p>S2 Students will be able to actively listen while interviewing sources.</p> <p>S3 Students will be able to create follow up questions based</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

Critical Thinking

- Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation.
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

moment"

K5 What a good interview question is

on conversations with sources.

S4 Students will be able to identify the qualities of news.

S5 Students will be able to propose newsworthy topics.