

Unit Theme/Time:	Focus:	Standards:	Projects:
<p><b>Self-Reflection and College Portfolio</b></p> <p>Length: <b>2-3 Weeks</b></p>	<p>Students construct essays reflecting their experiences which mark their transition from childhood to adulthood. Students will use these experiences to examine their passions for future careers and the colleges which will allow them to pursue these careers. Students will explore various elements that go into applying for college and the workplace through which they will reflect on their own strengths and areas of growth. Evidence-Based writing focuses on explaining future goals using personal experiences and proper academic language. These works will be collected as documentation to begin developing student portfolios.</p>		<p>Resume</p> <p>Cover Letter/Mock Job Interview.</p> <p>Self Reflection Packet.</p>
<p><b>Intro to Journalism/ Ethics and Law</b></p> <p>Length: <b>3-4 Weeks</b></p>	<p>Students analyze the laws that pertain to Journalism and media. Students then move to exploring ethics through the informational texts foundational to protecting free speech and civil liberties as well as the concept of Journalistic Integrity. Students also explore the beginnings of Journalism and its evolution throughout centuries. Students may study more recent texts to see how journalism plays a role in modern day society and the world. Evidence-based writing focuses on explaining ideas and events fairly and accurately.</p>		<p>Expository Essay</p> <p>Debate on Ethics.</p> <p>What is Journalism</p>
<p><b>Investigative Journalism</b></p> <p>Length: <b>3-4 Weeks</b></p>	<p>Students experience deeply investigated and well documented nonfictional reports. Students may read articles and accounts of corruption, wrongdoings, and other matters of importance. Students will analyze the differing accounts of major events through different reporting sources. Students will also study the area of “true-crime” through the use of literary texts and reported accounts. Evidence-based writing focuses on explaining details of an event using well-researched evidence to construct a valid and accurate account of a major event.</p>		<p>Investigative Article.</p> <p>One on One Interview</p>
<p><b>Literary Analysis/ Classical literature</b></p> <p>Length: <b>4-5 Weeks</b></p>	<p>Students examine the origins of Critical theory and the evolution of Literary Criticism. Students will research various authors and their perspective on Literature. Students will be asked to consider how do we value a piece of literature’s worth and what defines a work as “Classic”? Students will analyze a work of their own choosing to develop their own critical theory in relation to literature. Evidence-based writing focuses on a critical analysis of a work using student-developed critical theory.</p>		<p>Critical Lense Essay.</p> <p>Senior Thesis.</p>

<p><b>Craft Writing</b></p> <p>Length: <b>3-4 Weeks</b></p>	<p>Students explore contemporary literary devices and techniques to develop finely written pieces of fiction or nonfiction. Students use narrative elements to explore a wide range of literary genres to further their writing skills. Students will also analyze new and innovative forms of narrative structure to develop their understanding of crafting a story. Evidence-based writing focuses on creating long running narratives of the students' original ideas using a vast assortment techniques.</p>		<p>Narrative Essay (student choice)</p>
<p><b>Publication and Multimedia Usage</b></p> <p>Length: <b>3-4 Weeks</b></p>	<p>Students examine the process of publication through various forms of media. Students will utilize this information to publish their own piece of writing through at least one medium. Students will examine what piece they would like to publish and work to develop that piece. Evidence-based writing focuses on the publicizing of student created works.</p>		<p>Published Work</p> <p>Finalized Portfolio</p>