

Unit Name: Alternative Education The Village Times Newspaper

Course Name:	Collaborators
Student-led Newspaper	DaraLyn McColl, 4th and 5th Students, Staff Administration and Community

Stage 1: Desired Results

Established Goals: What content standards and program or mission-related goal(s) will this unit address? B. Writing C. Research D. Mechanics E. Listening and Speaking F. Media	Transfer
	Students will be able to independently use their learning to effectively communicate through writing and voice their interests.
	What kinds of long-term, independent accomplishments are desired? Students will improve their skills in writing, communication, relationships, executive functioning, and technology through the combination of all skills and contribute as a group to reach one common goal.
	Through role performance, students have the opportunity to learn and relate to real-life careers.
	Meaning

Students of any age need the freedom to express themselves in a manner that is respectful, thoughtful, and accepted. The Village Times offers outspoken individuals a voice that is done in a way that brings credibility to the writer as well as to the school. It also allows teachers and administrators to monitor the content to ensure appropriateness and relevance.

The main reason for giving students a voice is that those who feel they can enter the dialogue become participants, rather than spectators. Spectators only complain and harbor grudges. Participants are more apt to listen to both sides, to be positive contributors, and to care.

The newspaper offers an opportunity to connect people to each other in ways they never knew. Everyone has a story, but not every story is told or known. In each school, there are students, teachers, and administrators with interesting stories that the student body would benefit from hearing.

Guiding Principles:

Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

Students engage in an inquiry by accessing and verifying a variety of sources, communicating findings, and applying documentation.

Students present findings orally, in writing, or using mixed media.

Students apply active listening and speaking skills and active speaking skills to communicate effectively in a variety of contexts.

Students apply the rules of capitalization, punctuation, and spelling to communicate.

Students recognize and can explain that both print and non-print sources have on listeners, viewers, and readers, in order to develop an awareness of the effects that the media have on forming opinions and decisions.

Key Ideas/Themes

Essential Questions

<ul style="list-style-type: none"> ● Real-World Problems mimicking the work of professionals ● Presentations to audiences beyond the classroom ● Uses Open-Ended Inquiry, thinking skills, and metacognition ● Engages students in discourse and social learning in a community of learners ● Allows student's voices and choices. 	<p>What is good journalism?</p> <p>Why are some stories important to share with our community?</p> <p>Why is it important to set individual goals and group goals when working on a project?</p> <p>What are the descriptors of a good leader?</p> <p>What are the characteristics of a mentor?</p> <p>Why is respecting others important within a community?</p>
<p>Learning Targets (I can statements....)</p>	<p>Vocabulary</p>
<ol style="list-style-type: none"> 1. I can schedule an interview. 2. I can prepare for an interview. 3. I can attend all meetings and on time. 4. I can complete my duties on time. 5. I can achieve my goals. 6. I can communicate my ideas with the team appropriately and effectively. 7. I can communicate my problems with team leaders as they come up? 	<p>Journalism Media Communication Videography Photography Editor(s) Publisher Columnist Writer (criminal, political, medical etc) Illustrator Graphic Designer Typography Printing Press Podcast Teambuilding</p>

Stage 2: Unit Assessment Evidence

Common Assessments:

Students are formatively assessed during weekly meetings with their peers

All information is documented through photos, videos, and observational notes.

- Students write or verbally share reflections about experiences.
- Students assess themselves and their peers through the reviewing of the ongoing construction of the digital newspaper and open weekly discussions through online meetings with the team and facilitator.
- Students set individual learning goals
- Students plan their pieces and meet deadlines,
- Students are to use their time wisely
- Students are expected to maintain their contract (respect, honesty, compassion, responsibility, and courage),
- The facilitator completes observational notes based on meetings
- Verbal and written communication with students is ongoing through in school dialogue and google classroom stream
- Student's behavior is assessed through the performance of tasks related to their role in the newspaper.
- Student's goals are evaluated individually and bimonthly by the student with the facilitator.

Stage 3: Learning Plan

Lesson Name	Instructional Strategy/Activity	Differentiation
Podcast	<ol style="list-style-type: none">1. Research and review other podcasts using the internet2. Spend time practicing how to use and set up an iPad and microphone effectively in Alternative Education3. Practice preparing for a podcast in writing and creating a script.4. Practice reading, speaking, and voice tone in order to be heard and understood clearly.5. Practice using a handheld or lapel microphone for effectiveness.	Offer multiple times outside of class to assist students with their podcast idea. Writing can come from the student's classroom that has already been assessed by their general education teacher.

<p>Writing</p>	<ol style="list-style-type: none"> 1. Share reminders of how to properly write a story or article (punctuation, capitalization, copyright, citation of sources) 2. Share examples of past student writing that were exceptional. 3. Assign all writers to work with the lead editor or proofreader. 4. Share Writing Reminders 	<p>Pair previous newspaper writers with new students for peer modeling.</p> <p>General Education Teachers Assists with Writing Rubric for appropriate grade (4th and 5th)</p>
<p>Videography</p>	<ol style="list-style-type: none"> 1. Research the role using the internet. 2. Allow time for students to become familiar with the digital slr camera and ipads. 3. Model for students the best setup for filming on the scene (inside and outside options) 4. Practice using a microphone (hand held or lapel) 	<p>Pair previous newspaper graphic designers with new students for peer modeling.</p>
<p>Graphic Designer</p>	<ol style="list-style-type: none"> 1. Research newspaper and magazine layout 2. Share examples of good layout designs 3. Share examples of the previous year's newspaper layout on digital format (google slides) 4. Share exceptional advertising examples with graphic designers to teach effective product marketing 	<ol style="list-style-type: none"> 1. Pair previous newspaper graphic designers with new students for peer modeling. 2. Offer assistance through online or in person individual meetings for personalized instruction.
<p>Editors</p>	<ol style="list-style-type: none"> 1. Share reminders of how to properly edit one's own writing 2. Introduce students to iMovie for videography editing 3. Introduce GarageBand for podcast editing. 4. Show students how to use iMovie 5. Show students how to use GarageBand 6. Let students practice using iMove and GarageBand 	<ol style="list-style-type: none"> 1. Pair previous newspaper editors with new students for peer modeling. 2. Provide step-by-step visual and text instructions. 3. Offer assistance through online or in person individual meetings for personalized instruction.

<p>Photographers</p>	<ol style="list-style-type: none"> 1. Share examples of artistic photography, story photography and event photography. 2. Teach students how to use the DSLR camera 3. Allow students time to become acquainted with the newspaper DSLR camera 4. Discuss successful photographs and select the best examples for stories. 	<ol style="list-style-type: none"> 1. Pair previous newspaper editors with new students for peer modeling. 2. Provide step-by-step visual and text instructions. 3. Offer assistance through online or in person individual meetings for personalized instruction.
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Resources (including links)	Description (include Lesson Alignment)
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Newspaper Information

https://drive.google.com/file/d/1d5kF_n7cJX_FhdreKv8iZOmMh4HYomFU/view?usp=sharing

Newspaper Vocabulary

https://docs.google.com/document/d/15H_3uq3LCRYgjrU6tM3q69-r940o3-HXWZBxHxwP3W8/edit?usp=sharing

2020-2021 Village Times Staff Contract

<https://docs.google.com/document/d/1EZvmlqGpc46aORZyYBmiLnDBbqWB3FLvfVmG6sXTIdY/edit?usp=sharing>

Created by DaraLyn McColl

2020-2021 Village Student Staff Goals

<https://docs.google.com/document/d/1llyYQXU4f1iq37Ke4FSL3eaST66L1Ua-uMOD8NoEmt4/edit?usp=sharing>

Created by DaraLyn McColl with students

In Class Meeting Goals

https://drive.google.com/file/d/1wgOpHRPHrLIQd_DhbbEfYxkNA202g-NZ/view?usp=sharing

To Do List for Students to set goals during in class meetings

Writing and Editing Reminders

<https://drive.google.com/file/d/0B7LMPcuyHB50NEpZQnBsMFZleUE/view?usp=sharing>

A Village Times Recent Issue

https://docs.google.com/presentation/d/1jiVW0dbzPkJCa-jDi1z7Km_22vNb2nbZe2frScOt1I88/edit#slide=id.ga8e5d48069_0_1

Created by students of Village Elementary School 2020-2021

A Village Times Issue

https://docs.google.com/presentation/d/1i0IE3Pr5TzPveM0fQds0bpngSMD-ZIYwE0XbmZB0ww4/edit#slide=id.g65bc06024c_1_36

Created by students of Village Elementary School 2019-2020

“Upgrade Your Teaching Understanding by Design Meets Neuroscience”

by McTighe and Willis, M.D.

Students read and sign a contract related to expectations that align with “I can” statements before committing to the extension of hands-on learning and commitment to a job

Leadership skills are exhibited through chosen roles.

Every issue completed shares students meeting academic standards and skills of cross-curricular application through interests.

Every issue completed reveals students meeting individual collaborative, and “I can” goals successfully.

Students remain engaged because of positive weekly feedback during meetings and communication via google classroom.

Connections (Vertical Integration or Disciplinary Connections)

The work is real, authentic and impacts the student's world through the use of google suite (software and technology), layout, design, publication (spacial, newspaper lexicon), ELA, writing, editing (peer and self) trust and risk taking (social) Interviews (interpersonal communications, journalism), meeting deadlines (code of conduct reinforcement and executive functioning skills) Sharing of student interest: Art, Science, Social Studies, Math, P.E., Technology and Music (cross curricular, integration) and Cultural (learning about others through working with diverse group)

Vocabulary is disciplinary literacy connections (photographers for example have different roles and photography share different meanings, media: means people in the news, but can also refer to forms of technology) Students take on the role of these jobs and perform them through hands-on learning and academic association.