

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

JOURNALISM

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2012

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

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APPENDIX B: ASSESSMENT EVIDENCE

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Journalism - Introduction

Introduction

Course Philosophy

The Journalism course emphasizes the importance of differentiating fact from opinion and truth from propaganda. This course offers students a wide variety of opportunities to polish their critical thinking, writing, technology, and communication skills. Students will have the opportunity to utilize their critical thinking skills as they survey various aspects of journalistic law, ethics, media bias, and the history of journalism while considering the role journalists play in creating an informed citizenry.

We believe that authentic assessment is crucial in any journalism course, and therefore students should have the opportunity to publish and/or electronically distribute their work as often as possible. The purpose of such publications, broadcasts, and podcasts are to disseminate news, offer opinions, and provide entertainment and information of interest and concern to their audience. In attempting to accomplish these goals, the course establishes a clear differentiation between fact and opinion writing for the purpose of helping audiences become more aware of the difference.

Course Description

Class members should produce and broadcast materials throughout the year. Students will have the opportunity to use state-of-the-art publishing technologies, hands-on production tools, as well as modern photographic and video equipment. Additionally, law, ethics, media bias, and the history of journalism will complement the following major units of study: writing, interviewing, multimedia journalism, layout, and design. As the year progresses, students will become increasingly involved in project-based activities that will allow them to apply newly acquired skills.

Not every journalism student will go on to a career in print, electronic, or broadcast journalism; however, the skills that the course emphasizes, such as critical thinking, writing, technological awareness, organization and communication, will contribute to every student being a more well-rounded member of a literacy-infused global society.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understanding	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
LA.11-12.W.11-12.5, LA.9-10.W.9-10.7	The writing process is essential to all aspects of effective communication.	<p>What methods of brainstorming and planning are necessary for effective news writing?</p> <p>What are the most effective means of revising and editing a piece of writing?</p> <p>How are reporting and researching utilized in composing articles and opinion pieces?</p> <p>How can writing conferences be useful when revising written pieces?</p>	<p>In groups, students will assess informational needs of the school and community and will brainstorm a list of ten story ideas that will serve those needs.</p> <p>Students will keep a journal where they will informally explore ideas that they may use for articles.</p>	<p>Students will write interview questions and conduct interviews with their classmates. They will take their source information and write brief articles on their subjects.</p> <p>Students will research controversial topics in preparation for editorial writing.</p>	<p>Using their research and reporting information, students will write a variety of news stories and opinion pieces.</p> <p>Students will work with peer editing partners and will meet with teacher for individual writing conferences to revise and improve articles.</p>
LA.9-10.RI.CCR.7, LA.11-12.W.CCR.6, LA.9-10.W.CCR.2, LA.11-12.W.CCR.10, LA.11-12.W.CCR.8	The approach to journalism has changed because of new media and advances in reporting technology.	<p>How has social media impacted the way journalists report news?</p> <p>How has social media impacted the way an audience or community consumes news?</p> <p>In what ways have hard-copy reporting methods become obsolete?</p> <p>How has new media allowed for greater democracy in reporting and coverage?</p>	<p>Students will keep “blogs” of the events that they witness firsthand throughout the day. Students will then engage in a class discussion summarizing the events they witnessed and reported in their “blogs.”</p>	<p>Students will review a news organization’s social media account for one week and write a summary of its news coverage and the frequency of its updates.</p>	<p>Students will write an essay comparing and contrasting a news blog to a hard-copy article on the same topic.</p>

<p>LA.9-10.W.9-10.1.d, LA.11-12.RL.CCR.1, LA.11-12.RL.CCR.4, LA.11-12.RL.11-12.6</p>	<p>Media and its potential for bias have the power to influence society.</p>	<p>How can the media influence the way in which society views public figures?</p> <p>How do different media outlets reflect the same topics in varied ways?</p> <p>What can a journalist do to impact society?</p> <p>How does a news organization engender trust in the public?</p>	<p>Students will read two news stories on the same topic. They will then write a journal discussing which article seems more impartial and why.</p>	<p>Students will select and read a news story. They will circle any words that connote judgment and then rewrite the article using less biased diction.</p>	<p>Students will read three short news articles and write a short essay, evaluating the bias (or lack thereof) of each. Their essay should take into account both what is included in the articles and what is excluded from them; the essay should also include a detailed analysis of the journalists' use of language to convey either a biased or an impartial viewpoint.</p>
<p>LA.9-10.W.CCR.4, LA.11-12.W.CCR.1</p>	<p>Media promotes civic literacy.</p>	<p>How does a news organization engender trust in the public?</p> <p>Why is it important to have an informed public?</p> <p>When is it acceptable for the media to act as a tool to assist the common good?</p> <p>How does plagiarism in media affect the public's trust?</p> <p>How does the media serve as an independent monitor of power?</p>	<p>In a classroom discussion, students will assess a variety of scenarios involving political scandals of varying degrees. The class will analyze each scenario's overall newsworthiness and its importance to the public.</p>	<p>Each student will create a scrapbook of coverage of U.S. government actions and players over a one-week period (or longer). Students will clip newspaper, magazine, or online articles or summarize a televised or radio news broadcast. Students will highlight, describe, and analyze at least five different items of coverage over the one-week period.</p>	<p>In small groups, students will perform a role play, using the following scenario: "You are planning a dinner party for a group of friends. You take a break from getting ready to glance through the newspaper, only to discover that two of your guests have published letters to the editor that day from diametrically-opposed points of view. Among your other guests are someone who has decision-making power in some capacity (e.g., an elected representative) and a character of your choice—someone who is affected by the issue but doesn't seem to realize it, someone who has no set opinion but is curious and asks a lot of questions, etc. How can you guide the conversation at dinner so that all perspectives are heard, and you as a host are able to engage each of your guests with arguments that challenge their assumptions and opinions?"</p>

<p>LA.9-10.W.CCR.1</p>	<p>The different journalistic styles of reporting and writing are required to best represent different types of stories.</p>	<p>What are the various types of articles and stories a journalist can create?</p> <p>How does an understanding of specific journalistic formats impact a writer's ability to communicate effectively?</p> <p>What makes an opinion valid?</p>	<p>Students will read a list of statements and distinguish between fact and opinion.</p>	<p>Students will read a newspaper or magazine article and select facts, direct quotations and indirect quotations they could use in a story on a similar topic.</p>	<p>Using a fact sheet and other background information, students will write a review, ad copy, column, news feature, and editorial in an acceptable format that communicates the appropriate message.</p>
<p>LA.11-12.W.11-12.4, LA.11-12.RL.11-12.2</p>	<p>Skilled writers identify information important enough to capture in writing and make that information accessible, understandable, and thought-provoking to a targeted audience.</p>	<p>How does word choice and sentence structure impact meaning, readability, and interest?</p> <p>What are the methods a journalist can use to understand his/her audience?</p> <p>What are the organizational methods that effective journalists use to display their main ideas?</p>	<p>Students will read a news story and explain which element of news is the primary focus. Why did the reporter choose that element?</p>	<p>Students will diagram elements of a news story using the “inverted pyramid.”</p> <p>Students will draw a graphical representation of the “inverted pyramid” labeling the lead, body, quotations, and transitions in lead-quotation-transition-quotation-transition (LQTQT) form.</p>	<p>Students will write news stories that contain strong leads and body paragraphs which utilize direct and indirect quotations and transition.</p>
<p>LA.9-10.RL.9-10.1, LA.9-10.L.9-10.3.a</p>	<p>Effective writing requires factual accuracy, proper grammar, and appropriate and intriguing language.</p>	<p>What are style sheets and why are they required?</p> <p>Why is a variety of sources better than a single source?</p> <p>How can grammar and punctuation change meaning?</p>	<p>Students will take a diagnostic grammar test.</p>	<p>Using the publication’s stylebook as a guide and using proper copyediting symbols, students will edit sentences with stylistic mistakes.</p>	<p>Students will rewrite the copy of a story with obvious (and less obvious) grammar, spelling, punctuation and style errors as well as incoherent sentences.</p>

<p>LA.11-12.W.11-12.8, LA.11-12.W.11-12.7</p>	<p>Researching and reporting must be verifiable and factual.</p>	<p>How is truth discovered and verified?</p> <p>Where and how do journalists find the news?</p> <p>How does a journalist distinguish between acceptable and unacceptable sources?</p> <p>What duties does a journalist have to protect his/her sources?</p>	<p>Students will keep a journal for a week documenting possible newsworthy conversations held by students in school.</p>	<p>Students will take a short speech or daily announcement and write a news brief incorporating at least one direct and one indirect quotation, each properly attributed.</p>	<p>Students will write in-depth news and feature stories following the two-source rule. All sources will be on the record, and direct and indirect quotations will be properly attributed.</p>
<p>LA.11-12.SL.11-12.5, LA.11-12.W.11-12.1.d, LA.11-12.RI.CCR.7, LA.11-12.W.11-12.2.a</p>	<p>Journalistic design is governed by stylistic principles but relies on creativity for continuing interest.</p>	<p>How can headlines impact reader interest?</p> <p>How does the eye perceive visual content?</p> <p>How can layout choices impact news content?</p> <p>When is it effective to challenge stylistic principles?</p>	<p>Using a rating sheet for design elements, students will evaluate front pages for readability and creativity.</p> <p>Students will evaluate the effectiveness of an ad based on the criteria for a quality advertisement.</p>	<p>Following the established rules for headline writing, students will write headlines for a series of news briefs.</p> <p>Students will take a block of type all in one size and weight and will apply given specs for font, size, justification, and leading as well as inserting a pulled quote, an information graphic, or piece of art within the block using text wrap commands.</p>	<p>Students will design a page using sample stories, photos, headlines, and graphics on a layout sheet or computer template. The page will be evaluated on commonly accepted design principals, functionality, consistency, readability and uniqueness.</p> <p>Students will design an ad for a product.</p>

<p>LA.11-12.RI.11-12.8</p>	<p>The free press has the right and responsibility to accurately report the truth to the community it serves.</p>	<p>What are the historical and legal rights of the press?</p> <p>What are the responsibilities of the press to its community?</p> <p>What is newsworthy?</p>	<p>Students will read and take notes on a handout on libel and privacy rights. After reviewing a list of situations and statements, students will determine whether those statements and situations violate libel law or privacy rights.</p>	<p>In groups, students will create sample codes of ethics.</p>	<p>Students will research historic first amendment Supreme Court cases and, using that information, will create multimedia presentations.</p>
<p>LA.11-12.RI.11-12.7, LA.11-12.W.11-12.2.a, LA.11-12.LS.11-12.5, LA.11-12.SL.CCR.2, LA.11-12.SL.11-12.5</p>	<p>Journalists can use a variety of types of communication as an alternative to text in order to tell stories in compelling ways.</p>	<p>What is the role of the photojournalist?</p> <p>How can photography replace text and still tell a meaningful story?</p> <p>How can photography be used to enhance a story's meaning?</p> <p>How can audio and video technology be used to create a different perspective than text on a story?</p>	<p>Students will view and comment on various "famous" photojournalism pieces and study the basic elements of photography.</p>	<p>Students will use the available resources to research and analyze examples of photojournalism articles from various media outlets.</p>	<p>Following the established rules for photography, students will take a series of photographs using non-point-and-shoot cameras and sample original photojournalism articles, complete with captions and commentary.</p>

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Media History in Society	<p>Enduring Understanding: The approach to journalism has changed because of new media and advances in reporting technology.</p> <p>Unit Goal: Students will utilize current reporting mediums and technologies for all appropriate writing.</p>	3 Weeks
Law and Ethics in Journalism	<p>Enduring Understanding: Media prompts civic literacy.</p> <p>Unit Goal: Students will write according to established laws and conventions for journalists.</p>	4 Weeks
The Writing Process	<p>Enduring Understandings: The writing process is essential to all aspects of effective communication. Skilled writers identify information that is important enough to capture in writing and make that information accessible, understandable, and thought-provoking to a target audience. Effective writing requires factual accuracy, proper grammar, and appropriate and intriguing language.</p> <p>Unit Goals: Students will write and revise multiple drafts of all writing. Students will incorporate verifiable research and accurate reporting into all writing.</p>	5 Weeks
The Forms of Journalism	<p>Enduring Understanding: The different journalistic styles of reporting and writing are required to best represent different types of stories.</p> <p>Unit Goal: Students will write articles in a wide variety of styles for various purposes and specific audiences.</p>	5 Weeks
Interviewing	<p>Enduring Understandings: Researching and reporting must be verifiable and factual. The free press has the right and responsibility to accurately report the truth to the community which it serves.</p> <p>Unit Goal: Students will conduct, analyze, and incorporate appropriate research mediums into all writing.</p>	3 Weeks
Media Bias	<p>Enduring Understanding: Media and its potential for bias have the power to influence society.</p> <p>Unit Goal: Students will identify the ways in which media sources contain clear and distinct bias.</p>	4 Weeks

Multimedia Journalism	<p>Enduring Understanding: Journalists can use a variety of types of communication technology as an alternative to text in order to tell stories in compelling ways.</p> <p>Unit Goal: Students will create multimedia presentations as an alternative to written articles.</p>	6 Weeks
Layout and Design	<p>Enduring Understanding: Journalistic design is governed by stylistic principles but relies on creativity for continuing interest.</p> <p>Unit Goal: Students will design spreads that incorporate all the standard rules of layout and design.</p>	4 Weeks

Journalism - Unit 01: Media History in Society

Unit Plan

Enduring Understandings:

The approach to journalism has changed because of new media and advances in reporting technology.

Essential Questions:

How has social media impacted the way journalists report news?

How has social media impacted the way an audience or community consumes news?

In what ways have hard-copy reporting methods become obsolete?

How has new media allowed for greater democracy in reporting and coverage?

Unit Goals:

Students will utilize current reporting mediums and technologies for all appropriate writing.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the different forms of media used in news reporting?	Newspapers, magazines, blogs, local vs. national news, network vs. cable news	News websites, blogs, social media websites, network and cable news programs	<p>Students will compare and contrast print, online, and broadcast coverage of the same event.</p> <p>Students will read/watch a variety of news sources during the week and will keep a journal of the coverage.</p> <p>Students will complete scavenger hunts to discover the parts of a newspaper, magazine, and/or news website.</p> <p>Students will use a social networking site to track various news sources and rate their coverage of particular events.</p>	Reading/viewing journals, essays, scavenger hunts, class discussion, written responses to discussion questions
Which forms of media are best suited for particular types of reporting?	Newspapers, magazines, blogs, local vs. national news, network vs. cable news	News websites, blogs, social media websites, network and cable news programs	<p>Students will review various news sources for their scope of coverage and quality of reporting.</p> <p>Students will write essays which compare and contrast print, online, and broadcast coverage of the same event.</p>	Reading/viewing journals, essays, reviews, class discussion, written responses to discussion questions
What are the limitations of traditional print newspapers and magazines? What are the benefits?	Scope of coverage, in-depth reporting, accuracy, timeliness	Newspapers, news magazines, blogs, websites	<p>Students will write daily news blogs and will write longer print news stories.</p> <p>Students will analyze in-depth coverage of a particular event in a newspaper or magazine.</p>	News blogs, print articles, written responses to discussion questions, class discussion

LA.11-12.W.CCR.6
 LA.11-12.W.11-12.1
 LA.9-10.RL.CCR.7

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teach materials and assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Teachers may provide a variety of texts and resources at different Lexile levels to meet students' needs and abilities.

Technology

Through writing online news blogs, students can publish their news stories for a real-world audience. Students may also utilize online resources to research and report on key historical aspects in the evolution of the journalistic field.

College and Workplace Readiness

Students will improve their reasoning skills through evaluation of print and online media sources.

Students will enhance their writing skills through writing and supporting arguments.

Students will improve critical reading skills through their analysis of print and digital media texts.

Journalism - Unit 02: Law and Ethics in Journalism

Unit Plan

Enduring Understandings:

Media promotes civic literacy.

Essential Questions:

How does a news organization engender trust in the public?

Why is it important to have an informed public?

When is it acceptable for the media to act as a tool to assist the common good?

How does plagiarism in media affect the public's trust?

How does the media serve as an independent monitor of power?

Unit Goals:

Students will write according to established laws and conventions for journalists.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How have historical events affected the practice, profession, and ethics of journalism?	Muckrakers Yellow Journalism McCarthyism, Red Scare, and Edward R. Murrow Watergate and Woodward & Bernstein Stephen Glass and Jayson Blair	Newspapers, magazines, news websites, films (<i>Shattered Glass; All the President's Men; Good Night, and Good Luck</i>)	Students will create WebQuests which explore the effects historical events had on journalism. Students will research muckrakers from history and will complete multimedia presentations using this research. Students will view films and write reviews comparing the historical content of the film to real-life historical events.	Research papers, quizzes, tests, multimedia presentations
How is legal precedence established regarding First Amendment issues?	First Amendment <i>Tinker v. Des Moines Independent School District</i> <i>Hazelwood School District v. Cathy Kuhlmeier</i>	News websites, blogs, social media websites, network and cable news programs	Students will research and describe major Supreme Court freedom of speech cases like Tinker and Hazelwood. Students will research and complete a multimedia presentation on a major Supreme Court First Amendment case. Students will debate case studies involving ethical decisions.	Tests, quizzes, research papers, multimedia presentations, written responses to various writing prompts, class debates, persuasive speeches
What is the ethical dilemma between the public's rights to know versus an individual's right to privacy?	Libel, slander, ethics, ethical choices in photography	News websites, blogs, social media websites, network and cable news programs	Students will research libel and slander laws. Students will role play situations where ethical decisions need to be made. Students will interview school and community media professionals and others about defamation and censorship issues.	Role play, research papers, multimedia presentations, interviews, surveys, class debates

LA.11-12.W.CCR.8
 LA.9-10.W.9-10.4

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials at varying Lexile levels and re-teach assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Teachers may use "expert groups" to teach key ideas.

Technology

Students will create blog/forum or other posts so that their research can reach a greater audience.

Students will use websites of professional organizations, such as the Student Press Law Center and the Society of Professional Journalists, for research purposes.

College and Workplace Readiness

Students will exhibit civic engagement through study of ethical and First Amendment issues.

Through research and presentations, students will build strong content knowledge.

Students will enhance note-taking and critical reasoning skills.

Journalism - Unit 03: The Writing Process

Unit Plan

Enduring Understandings:

The writing process is essential to all aspects of effective communication.

Skilled writers identify information that is important enough to capture in writing and make that information accessible, understandable, and thought-provoking to a target audience.

Effective writing requires factual accuracy, proper grammar, and appropriate and intriguing language.

Essential Questions:

What methods of brainstorming and planning are necessary for effective news writing?

What is the most effective means of revising and editing a piece of writing?

How are reporting and researching utilized in composing articles and opinion pieces?

How can writing conferences be useful when revising written pieces?

How does word choice and sentence structure impact meaning, readability, and interest?

What are the methods a journalist can use to understand his/her audience?

What are the organizational methods that effective journalists use to display their main ideas?

What are style sheets and why are they required?

Why is a variety of sources better than a single source?

How can grammar and punctuation change meaning?

Unit Goals:

Students will write and revise multiple drafts of all writing.

Students will incorporate verifiable research and accurate reporting into all writing.

Recommended Duration: 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What stories are worth writing about, and what stories are worth disregarding?	Newsworthiness, timeliness, localization of news, understanding one's audience	Reporter's notebook	Students will keep "reporter's notebooks" of their daily observations of events and people in and out of school. In small groups, students will review notebooks to determine what stories are newsworthy.	Reporter's notebooks, small group work, brainstorming, and news proposal writing
Why are research and reporting necessary in all forms of journalistic writing?	Who, what, when, where, why, and how; fact vs. opinion; reputable sources; effective interviewing; fact-checking	Print and online sources (see appendix)	Students will determine if online sources are reliable or not. Students will take notes from print and online sources in preparation for article writing. Students will write questions and interview news sources.	Gathering research, note-taking, interviewing
How does knowledge of audience affect writing style?	Diction, angle, voice, headlines, student audience vs. larger audience, style sheets	Style sheets, print and online sources	Students will write articles for specific audiences. Students will determine what kind of authorial voice is appropriate for specific types of journalistic stories. Students will review the forms of headlines and write appropriate headlines for specific articles. Students will read a variety of articles and determine how an author's voice is appropriate (or inappropriate) for his/her audience.	Article and headline writing, story analyses
How does Associated Press (AP) style differ from Modern Language Association style?	Associated Press style, copyediting rules and symbols, style sheets and guidebooks	Associated Press style guide, articles (see appendix)	Using proper copyediting symbols and the AP style guide, students will copyedit peer and published articles.	Quizzes, tests, peer and self-editing and revision activities

LA.11-12.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.11-12.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.9-10.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.9-10.W.9-10.7

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.

LA.9-10.L.9-10.3.a

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Differentiation

The teacher may opt to provide samples of articles written at various stages in the writing process to demonstrate what each stage looks like and how students can/should take the process seriously.

The teacher may provide students with outtakes from selected news programs (and other pop culture areas) to demonstrate the editing process.

Technology

Regular access to word processing software and research databases (via the school media centers websites) is recommended.

College and Workplace Readiness

An understanding of the writing process is essential to both college and the workplace.

Teachers may wish to allow students to practice the editing/revising process on college application essays and personal statements. Additionally, teachers may wish to assign college-level writing tasks and demonstrate the process used to complete them successfully.

Journalism - Unit 04: The Forms of Journalism

Unit Plan

Enduring Understandings:

The different journalistic styles of reporting and writing are required to best represent different types of stories.

Essential Questions:

What are the various types of articles and stories a journalist can create?

How does an understanding of specific journalistic formats impact a writer's ability to communicate effectively?

What makes an opinion valid?

Unit Goals:

Students will write articles in a wide variety of styles for various purposes and specific audiences.

Recommended Duration: 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How are news stories structured and written?	Lead, nut graph, kicker, inverted pyramid style, block style, hourglass style, narrative style, 5 Ws and H, summary lead vs. anecdotal lead, beat, hard vs. soft news, two-source rule, transition, direct, indirect, and partial quotations	Print and online news sources	Students will analyze news stories for structure, style, and content. Students will write news stories using a variety of organizational methods.	News writing, critiquing published news stories, graphic organizers, tests, quizzes
How are feature stories organized and written?	Human interest stories, lead, nut graph, kicker, narrative style, Types of features: personality, news feature, human interest, occasional piece, historical feature, informative feature, seasonal, consumer report, how-to article, behind-the-scenes, shared experience feature, background	Print and online news sources	Students will analyze features stories for structure, style, and content. Students will research and write different types of feature stories using a variety of different organizational methods.	Feature writing, critiquing published feature stories, graphic organizers, tests, quizzes
What are the functions of an editorial?	Types of editorials (editorials which criticize, explain, persuade, answer, warn, entertain, praise, lead, or briefly comment), editorials vs. opinion pieces, column writing	Print and online news sources	Students will analyze editorials, opinion pieces, and columns for structure, style, and content. Students will write their own columns which will maintain a common, identifiable tone and writing style. Students will research topics and write editorials.	Editorial writing, critiquing published editorials, graphic organizers, tests, quizzes

LA.11-12.W.CCR.10

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 tasks, purposes, and audiences.

LA.9-10.W.CCR.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Differentiation

Teachers may wish to assign multiple assessments that focus on a single area of journalism (in place of each of the various types) depending on student strengths and weaknesses. Teachers may also opt to provide streaming video clips from news sources for each of the various types of journalistic styles and allow students to create their own news clips in place of/in addition to the written article.

Technology

Students will need regular access to word processing programs and the research databases (provided by the school media centers) to write articles. Teachers may also wish to utilize appropriate recording devices (tape recorders, smart phones, webcams, tablets, etc.) to record interviews for articles (when appropriate). Teachers may use streaming video to provide samples of journalistic styles.

College and Workplace Readiness

The writing and research skills emphasized in this course are readily usable in college and workplace situations. The abilities to identify and cater to one's audience are essential skills used in college and in the workplace when giving presentations, securing clients, and preparing product materials.

Journalism - Unit 05: Interviewing

Unit Plan

Enduring Understandings:

Researching and reporting must be verifiable and factual.

The free press has the right and responsibility to accurately report the truth to the community which it serves.

Essential Questions:

How is truth discovered and verified?

Where and how do journalists find the news?

How does a journalist distinguish between acceptable and unacceptable sources?

What duties does a journalist have to protect his/her sources?

What are the historical and legal rights of the press?

What are the responsibilities of the press to its community?

What is newsworthy?

Unit Goals:

Students will conduct, analyze, and incorporate appropriate research mediums into all writing.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How is information gained in interviewing used in reporting the news?	Two-source rule, anonymous sources, attribution, inductive vs. deductive arguments, person-on-the-street sources, professional sources, direct quotations, indirect quotations, partial quotations	Published articles from print and online sources	Students will read and analyze news stories for source information. Students will interview sources and write news stories which utilize a variety of sources.	Interview analyses, interview questions and notes, graphic organizers, student-written interview stories
How does a reporter thoroughly prepare for an interview? What public speaking and note-taking skills are necessary for successful interviewing?	Interview session planning, question writing, researching subject, note-taking, body language, speaking to a variety of audiences	Reporter's notebook, research from primary and secondary sources	Students will plan interviews with a variety of sources. Students will conduct research necessary for interviewing. Students will write interview questions. Students will conduct interviews with a variety of sources. Students will utilize information gained from interviews to write news stories.	Interview questions and notes, graphic organizers, student-written interview stories
What types of interview stories exist?	Informative interview, opinion interview, personality interview, Q & A, press conference, narrative, inverted pyramid, inquiring reporter story, profile, blind interview	Published articles from print and online sources, research from primary and secondary sources, information from interview sources	Students will read and analyze a variety of types of interviews. Students will conduct interviews and determine which type of interview story is most suitable for their information. Students will write a variety of types of interview stories.	Interview analyses, interview questions and notes, graphic organizers, student-written interview stories

LA.11-12.RL.CCR.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.11-12.W.11-12.7

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.

LA.11-12.W.11-12.8

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 over reliance on any one source and following a standard format for citation.

Differentiation

Teachers may wish to assign "self-interviews" to practice the concept; students will write a series of questions and record their own responses, while asking appropriate and meaningful follow-up questions. Teachers may also wish to assign mock-interviews of celebrity figures as a means of gauging student-comfort with the material.

Technology

Students will utilize appropriate recording and dictation technology while conducting interviews, including but not limited to smartphones and tablets (with recording applications), digital voice recorders, and computer-connected microphones.

College and Workplace Readiness

Students will use the interviewing skills not only for fact-gathering for articles, but also as a means of clarifying assignments and responsibilities.

Students will learn to craft appropriate interview questions and answers.

Students will conduct mock job interviews for various occupations as a means of practicing the interviewing techniques.

Journalism - Unit 06: Media Bias

Unit Plan

Enduring Understandings:

Media and its potential for bias have the power to influence society.

Essential Questions:

How can the media influence the way in which society views public figures?

How do different media outlets reflect the same topics in varied ways?

What can a journalist do to impact society?

How does a news organization engender trust in the public?

Unit Goals:

Students will identify the ways in which media sources contain clear and distinct bias.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What types of biases exist?	Liberal vs. conservative bias, stereotypes, diction and words that imply judgment, bias by omission	News broadcasts, print and online news sources	<p>Students will analyze print, broadcast, and online media and write analyses of the bias noted in the news stories.</p> <p>Students will identify diction choices which connote bias and/or judgment.</p> <p>Students will create multimedia presentations which discuss the different forms of bias and reveal examples from news sources of these forms of bias.</p>	Critical news analyses, multimedia presentations, research papers, editing news stories to remove bias
How can media either educate or influence its audience?	Perspective vs. bias, viewing news sources and stories critically, recognizing personal and cultural biases	News broadcasts, print and online news sources	<p>Students will critically analyze print/online/broadcast news stories, headlines, and images.</p> <p>Students will report on the same events and then will compare/contrast stories with others in the class.</p>	Critical news analyses, individual reporting and news stories, editing stories to remove biases
What can a journalist do to ensure objectivity in reporting?	Objectivity vs. subjectivity, diction, omission	News broadcasts, print and online news sources	<p>Students will write news stories and headlines that strive for objectivity.</p> <p>Students will take photos and write cutlines that strive for objectivity.</p> <p>Students will edit news stories to remove biases.</p>	Objective news and headline writing, photo-taking and cutline writing, editing stories to remove biases
How can images and video contribute to media bias?	Analysis of cuts and cutlines in print news sources for bias, analysis of online and print photo essays for bias, analysis of broadcast news stories and news footage for bias	A variety of photos and video from various print, online, and broadcast news sources	<p>Students will write critiques which analyze the bias in photos, cutlines, and broadcast news stories and footage.</p> <p>Students will create multimedia presentations which examine bias in images and broadcast news.</p> <p>Students will take photos and write cutlines that strive for objectivity.</p>	Written critical analyses, multimedia presentations, photo-taking and cutline writing

LA.11-12.RL.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.RL.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.9-10.W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiation

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials at varying Lexile levels and re-teach assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities to appeal to multiple intelligences and learning styles using a variety of writing frames and graphic organizers for additional support. Teachers may select streaming video news broadcasts to replace written news articles as a means of assessing media bias.

Technology

Students will access online news forums (network websites, blogs, video clips, etc.), dictating a need for regular computer usage.

Students will adequately edit video clips, utilizing appropriate video editing software.

College and Workplace Readiness

Students will use the skills associated with assessing media bias as a means of determining the validity of source materials in research projects.

Journalism - Unit 07: Multimedia Journalism

Unit Plan

Enduring Understandings:

Journalists can use a variety of types of communication technology as an alternative to text in order to tell stories in compelling ways.

Essential Questions:

What is the role of the photojournalist?

How can photography replace text and still tell a meaningful story?

How can photography be used to enhance a story's meaning?

How can audio and video technology be used to create a different perspective than text on a story?

Unit Goals:

Students will create multimedia presentations as an alternative to written articles.

Recommended Duration: 6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does a photojournalist capture a story?	Candid photography, portrait photography	Internet photography sites, social media, news sources, SLR digital camera(s)	Students will study the work of Annie Leibovitz, Alfred Stieglitz and other well-known photojournalists.	Create a photo essay on a selected topic
What are the elements that make up a strong photograph?	Proportion, rule of thirds, depth of field, exposure	SLR digital camera(s), magazines, newspapers, blogs, online news sites	Teacher will illustrate technical points of photography with examples of classic photographs.	Take a series of photographs of the same object/person, each with a different style/tone in mind
How are photographs most effectively used when accompanying various types of articles?	Dominance	Magazines, newspapers, blogs, online news sites	Teacher will use magazines, newspapers, and online news sites to demonstrate article/photograph pairings.	Pair previously-written articles with appropriate photographs
How can podcasts be utilized to report the news?	Podcasts, recording audio news stories, newswriting for broadcasts, intros and outros for broadcast writing, posting and distributing podcasts digitally for an audience	Microphone, recording software, MP3 conversion software	<p>Students will take technology surveys on podcasts.</p> <p>Students will listen to and write critiques of podcasts.</p> <p>Students will write news stories for broadcast using intros and outros.</p> <p>Students will record news stories and convert them to MP3 files.</p>	Surveys, written critiques, writing news stories for broadcasts, recording and converting podcasts
How can audio and video technology be used to create broadcast news stories?	Elements of broadcast packages (sound, interviews, videography, written script/narration), editing pictures and sound using digital technology, using audience feedback to evaluate and revise broadcast communications	Video cameras, video and audio editing software	<p>Students will view and analyze the content and organization of broadcast news stories.</p> <p>Students will brainstorm and research news story ideas.</p> <p>Students will write and conduct interviews.</p> <p>Students will shoot and log footage.</p> <p>Students will edit broadcast packages.</p>	Written analyses of broadcast news stories, written scripts, interviews, news footage, editing complete broadcast news packages

LA.11-12.SL.CCR.2
LA.11-12.RL.11-12.7
LA.11-12.W.11-12.2.a
LA.11-12.SL.11-12.5

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Differentiation

Use web-based tools to select, modify, and arrange photo collages (see appendix).

Select pre-existing news/feature articles and re-write them as part of a photojournalist essay.

Provide samples of photographs for students.

Technology

Using the digital SLR cameras in conjunction with the appropriate design software will provide experience using real-world design tools.

Additionally, teachers may wish to utilize free online tools in photojournalism assignments (see appendix).

Survey podcast formats and presentations for the purpose of creating relevant pod cast templates.

Students will use audio and video recording equipment and editing software to create broadcast news stories.

College and Workplace Readiness

Students will complete authentic assessments through their creation and distribution of photo essays, podcasts, and broadcast news packages to real-world audiences.

Students will engage in problem-solving and time management skills through group work in creation of podcasts and broadcasts.

Use of image, audio, and video software will increase students' digital literacy skills.

Creating photo essays, podcasts, and broadcasts will enhance students' communications skills and allow them to present information to a diverse audience.

Journalism - Unit 08: Layout and Design

Unit Plan

Enduring Understandings:

Journalistic design is governed by stylistic principles but relies on creativity for continuing interest.

Essential Questions:

How can headlines affect reader interest?

How does the eye perceive visual content?

How can layout choices impact news content?

When is it effective to challenge stylistic principles?

Unit Goals:

Students will design spreads that incorporate all the standard rules of layout and design.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the aspects of layout and design that impact a journalist?	Graphic design, typography, photo spreads	Newspapers, magazines, blogs, news websites and broadcasts	Students will view examples of various spreads and use InDesign software to model concepts of design.	Unit test on basic design concepts
How do readers approach different layouts?	Rule of thirds, visual appeal, accessibility of information	Style sheets, design handbooks	Students will view examples of intimidating layouts and inappropriate designs and discuss why each is ineffective. Students will redesign ineffective layouts to work more efficiently.	Design a mock spread for a specifically-assigned article
Which types of layouts are appropriate for which types of articles?	Tone, visual appeal, style	Newspapers, magazines, blogs, news websites and broadcasts	Students will discuss the idea of tone; match content to tone; view examples of articles that have specific tone and determine if the layout matches it.	Design different spreads that reflect the styles of various article types

LA.11-12.RI.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LA.11-12.W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.11-12.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Differentiation

Teachers may use multimedia presentations with reinforcing worksheets. Teachers can facilitate class forum sessions that focus on auditory learning through question-and-answer sessions. Teachers can assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project. Teachers can provide one-to-one support to students.

Technology

Students will be able to access various web sites to view samples of layout and design.

Students will use various word processing and layout programs to create different design spreads.

College and Workplace Readiness

Students may use the design concepts in this unit to create blogs and/or newsletters for various topics which reflect college/workplace atmospheres.

Understanding design elements and the impact of visual presentation is beneficial in college and the workplace.