Park Hill School District

Building Successful Futures • Each Student • Every Day

Journalism/Mass Media Curriculum

Course Description: This course is designed to teach the Fundamentals of journalism including writing features, editorials, news, sports, profiles and in-depths. Layout/design for both newspaper and yearbook are covered. One unit features the First Amendment and student journalists' rights and responsibilities, libel, obscenity and invasion of privacy. This course counts as 1 practical art credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 weeks	Intro to Journalism	Topic 1: Newsworthiness/Elements Topic 2: Structure/Format Topic 3: AP Style
2 weeks	Interviewing	Topic 1: Interview Preparation & Execution Topic 2: Other News Gathering Techniques Topic 3: Response Analysis
6-8 weeks	Writing Production	Topic 1: News Writing Topic 2: Feature Writing Topic 3: Sports Writing Topic 4: Opinion Writing
2 weeks	Law and Ethics	Topic 1: First Amendment and Limitations Topic 2: Student Press Rights Topic 3: Ethics & Editorial Decision Making
5-6 weeks	Multimedia Production	Topic 1: Photography Topic 2: Design Topic 3: Infographics Topic 4: Video Production Topic 5: Web Publishing

Unit 1: Intro to Journalism

Subject: Journalism/Mass Media
Grade: 9-12
Name of Unit: Intro to Journalism
Length of Unit: 2 weeks
Overview of Unit: Students will be introduced to the concept of newsworthiness and evaluate media with a critical lens. Students will learn the basic formatting, style and structure of journalism writing, with focus on purpose and audience, and apply to initial basic writing tasks.

Priority Standards for unit:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

Supporting Standards for unit:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
informational text independently and proficiently	Read	Apply	1
informational text independently and proficiently	Comprehend	Understand	2
how similar ideas or topics are portrayed in different media formats	Analyze	Analyze	4
to diverse perspectives including those presented in diverse media	Respond thoughtfully	Apply	2
points of agreement and disagreement	Summarize	Understand	2

contradictions when possible	Resolve	Evaluate	3
what additional information or research is needed	Determine	Analyze	2
a topic	Introduce	Understand	1
complex ideas, concepts, and information to make important connections and distinctions	Organize	Analyze	4
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Include	Apply	3
a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish	Apply	3
a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Maintain	Apply	3

Essential Questions:

1. How do journalists determine what is news?
2. How is journalistic writing different than (and the same as) communication arts writing?
3. Why is journalistic writing different than communication arts writing?

Enduring Understanding/Big Ideas:

1. Journalists determine what news is using the six elements of news, along with other publication-specific factors that influence news judgment.
2. Journalistic writing has a different organization structure, complexity and style than communication arts writing. However, it still uses the same writing process and employs both gathering information and citing sources.
3. Journalistic writing is different because it has a different purpose and audience than communication arts writing.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism News Transition Paragraph	News judgment Newsworthiness Prominence Proximity Consequence Conflict

	Human interest Timeliness Soft News Hard News AP Style Serial Comma Lead Inverted pyramid Summary Lead Feature Lead

Topic 1: Newsworthiness/Elements

Engaging Experience 1

Title: Learning the six elements of news

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

Supporting:

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will take notes over the six elements of news. They will practice identifying using real headlines from the news and read an article to identify the elements present. Finally, they will divide into groups and be assigned a specific publication to create a front page for. They use the six elements to make decisions about which 5-7 headlines out of a list of 15 they would choose and then sketch out a front page on butcher paper, labeling the elements on each story.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Comparing soft and hard news

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.

Supporting:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Students will look at hard and soft news sites (examples: ABC.com and InsideEdition.com) and compare and contrast the types of stories found there, identifying which news elements are common for each type of news. They will complete a discussion board post and then comment on at least one other student's post about a story they did not include in their original authored post.
Bloom's Levels: Evaluate
Webb's DOK: 3

Topic 2: Structure/Format

Engaging Experience 1

Title: Determining what news looks like

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.

Supporting:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Students take notes over the differences and similarities between communication arts writing and journalistic writing and discuss the reason for differences (purpose and audience). They then read and analyze an example article, looking at perspective, organization and paragraph structure and discuss. They next take a second short example article with no formatting and mark where they think paragraphs should go with their current knowledge. They spend time counting paragraphs in stories in the Kansas City Star and come to a class agreement on the average number of sentences in a journalistic paragraph. Finally, knowing that, they re-mark a second copy of the non-formatted article to fit what they learned about paragraphs and compare that to the actual published article.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Learning and writing different types of leads

Suggested Length of Time: 4-5 days

Standards Addressed

Priority:

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.

Supporting:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Students take notes over summary leads and practice identifying the six types of leads in the Kansas City Star. They then watch a clip from "Up Close and Personal" about starting the lead with the most important information, and use scenario information for practice, determining which of the 5Ws/H should come first and writing their first news leads. They also take notes over feature leads and practice identifying types of stories on a handout that would use different types of leads based on their structure and story angle, practicing turning news leads into feature leads. Finally, they would complete the Lead Lab on Poynter's NewsU site to practice analyzing reporter's notes to find the most important information and writing two different types of leads for two types of stories.
Bloom's Levels: Create
Webb's DOK: 2

Topic 3: AP Style

Engaging Experience 1

Title: Introducing AP Style

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

Detailed Description/Instructions: Students start with an introduction video from the Newswriting series about the importance of and purpose of style. Then they complete a scavenger hunt through the AP Stylebook to introduce themselves to the different sections, set-up and listings to start to understand the 10 basic rules they will need to know.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 1

Title: Practicing AP Style

Suggested Length of Time: 4-5 days (only 10-15 minutes per day)

Standards Addressed

Priority:

- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

Detailed Description/Instructions: Students start each class with a "quiz" of 5-6 sentences that they must determine are incorrect or correct based on one of the 10 Important AP Style Rules. Repetition of different sentences with the rules helps them to learn them and eventually apply to editing a full 5-6 paragraph article on the final "quiz" day.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Nursery Rhyme News
Students will choose a nursery rhyme (or fairy tale) and create a "news story" based on the details of that nursery rhyme. They will start by identifying the 5Ws and H and then write a 150-word story, incorporating a summary news lead that includes (and begins with) all the most important information, proper formatting of paragraphs and inverted pyramid organization, and application of AP style rules.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Newsworthiness/ Elements	Learning the six elements of news	Students will take notes over the six elements of news. They will practice identifying using real headlines from the news and read an article to identify the elements present. Finally, they will divide into groups and be assigned a specific publication to create a front page for. They use the six elements to make decisions about which 5-7 headlines out of a list of 15 they would choose and then sketch out a front page on butcher paper, labeling the elements on each story.	2 days
Newsworthiness/ Elements	Comparing soft and hard news	Students will look at hard and soft news sites (examples: ABC.com and InsideEdition.com) and compare and contrast the types of stories found there, identifying which news elements are common for each type of news. They will complete a discussion board post and then comment on at least one other student's post about a story they did not include in their original authored post.	1 day
Structure/Format	Determining what news looks like	Students take notes over the differences and similarities between communication arts writing and journalistic writing and discuss the reason for differences (purpose and audience). They then read and analyze an example article, looking at perspective, organization and paragraph structure and discuss. They next take a second short example article with no formatting and	2 days

		mark where they think paragraphs should go with their current knowledge. They spend time counting paragraphs in stories in the Kansas City Star and come to a class agreement on the average number of sentences in a journalistic paragraph. Finally, knowing that, they re-mark a second copy of the non-formatted article to fit what they learned about paragraphs and compare that to the actual published article.	
Structure/Format	Learning and writing different types of leads	Students take notes over summary leads and practice identifying the six types of leads in the Kansas City Star. They then watch a clip from "Up Close and Personal" about starting the lead with the most important information, and use scenario information for practice, determining which of the 5Ws/H should come first and writing their first news leads. They also take notes over feature leads and practice identifying types of stories on a handout that would use different types of leads based on their structure and story angle, practicing turning news leads into feature leads. Finally, they would complete the Lead Lab on Poynter's NewsU site to practice analyzing reporter's notes to find the most important information and writing two different types of leads for two types of stories.	4-5 days
AP Style	Introducing AP Style	Students start with an introduction video from the Newswriting series about the importance of and purpose of style. Then they complete a scavenger hunt through the AP Stylebook to introduce themselves to the different sections, set-up and listings to start to understand the 10 basic rules they will need to know.	1 day

AP Style	Practicing AP Style	Students start each class with a "quiz" of 5-6 sentences that they must determine are incorrect or correct based on one of the 10 Important AP Style Rules. Repetition of different sentences with the rules helps them to learn them and eventually apply to editing a full 5-6 paragraph article on the final "quiz" day.	4-5 Days

Unit 2: Interviewing

Subject: Journalism/Mass Media
Grade: 9-12
Name of Unit: Interviewing
Length of Unit: 2 weeks
Overview of Unit: Students will learn all components of interviewing, including the before, during and after of the interview. They will also learn other avenues of news gathering, including observation and research, and how to analyze gathered information for translation into journalistic articles.

Priority Standards for unit:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- ISTE - KNOWLEDGE COLLECTOR.3.B Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develop	Apply	3
research to answer a question (including a self-generated question) or solve a problem	Conduct	Analyze	4
the inquiry when appropriate	Narrow or broaden	Analyze	1
multiple relevant, credible sources, print and digital	Gather	Understand	2
information using a standard citation system	Integrate	Apply	1
the accuracy, perspective, credibility and relevance of information, media, data or other resources	Evaluate	Evaluate	4

Essential Questions:

1. How do journalists prepare for an interview? Why is it important to do so?
2. How do journalists conduct their interviews to get the best possible information from their sources?
3. How do journalists gather information in ways other than interviews?
4. Why is it important for journalists to use credible sources? How do you determine credibility?
5. After gathering information from multiple sources, how do journalists choose what to put in their stories?

Enduring Understanding/Big Ideas:

1. Journalists prepare for an interview by setting goals, choosing sources, doing research and writing open-ended questions. This preparation gives them credibility and results in better responses.
2. Journalists listen, ask follow-up questions, take detailed notes and observe throughout the interview. They spend 25% or less of the conversation talking.
3. Journalists use a variety of news gathering techniques including observation, research, polling and crowdsourcing. However, the primary source should be always be people.
4. Journalists can get credible, accurate information from reputable, professional organizations, websites, academic databases, etc. and use several tests to determine this credibility.
5. Journalists evaluate information using the 5Ws and H and the three types of quotes to choose the best information to include in their stories.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Interview Research Goals Polling Observation Credibility Accuracy	Primary Source Secondary Source Open-Ended Question Closed-Ended Question Follow-Up Question Direct Quote Indirect Quote Partial Quote News Gathering Crowdsourcing

Topic 1: Interview Preparation & Execution

Engaging Experience 1

Title: Learning interview basics

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Detailed Description/Instructions: Students will take notes over the basics of interviewing, focusing on preparation before (goals, choosing sources, doing research, writing open-ended questions) and multitasking during (listening, non-verbal cues, follow-up questions) the interview. They will practice "prep" using inanimate objects and hypothetical story assignments, selecting primary and secondary sources and writing open-ended questions for each, and then practice follow-up questions with partner interviews.

Bloom's Levels: Understand, Apply

Engaging Experience 2

Title: Scenario Interview Activity Parts 1 and 2 (see 3 below)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Detailed Description/Instructions: Students will take on two roles in this activity: actor in a crime scene scenario and journalist investigating a different crime scene scenario. They must write questions for and conduct interviews with at least three people in the crime they are investigating, writing down their answers to use later for a story. At the same time, they answer questions about their actor role from other students investigating their scenario.
Bloom's Levels: Apply, Create

Topic 2: Other News Gathering Techniques

Engaging Experience 1

Title: How to use research

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- ISTE - KNOWLEDGE COLLECTOR.3.B Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Detailed Description/Instructions: Students will take notes over how to conduct research journalistically, different techniques for news gathering (crowdsourcing, polling, databases, professional sources, etc.) and how to determine credibility of sources. They will then choose a topic/story idea (all real stories so they can find actual information) and use at least 6 of the 12 techniques to find actual data/information for a hypothetical story.

Bloom's Levels: Understand, Apply, Evaluate

Engaging Experience 2

Title: Observation basics

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students discuss the different types of observation based on senses (see, hear, smell, taste, touch) and how that adds to journalistic news gathering. They use example photos to discuss what could be observed (specifically) in different locations around the school (gym, office, classroom, library, commons) and what questions could be asked based on those observations. Students then go out to locations around the school and find people to ask questions of based on what the student observes about the person to practice this idea. Finally, students are assigned an observation practice where they must go to a location and act as an audio recorder/video camera, recording for 10-15 everything they observe as specifically as possible.

Bloom's Levels: Understand, Apply, Create

Topic 3: Response Analysis

Engaging Experience 1

Title: Learning how to take notes and choose quotes

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students will go through handout on how to take notes in an interview. They will then practice trying to write down every word someone says using song lyrics (start slow: "Hey Jude," then go to a fast song: "We didn't start the fire"). Once they figure out they can't write every word down, practice listening for the best facts and personality statements to write down. Practice this with CNN Red Chair Interview videos. Finally, students will take notes over the three types of quotes and do one last example video interview practice, selecting one piece of information for each type of quote.

Bloom's Levels: Understand, Apply

Engaging Experience 2

Title: Scenario Interview Activity part 3 (see parts 1 and 2 above)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Supporting:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Using the information collected from interviews in parts 1 and 2 of the activity (see above), students will write their first practice news story. They will evaluate the information for use in the story, selecting the best information to include in the story, featuring the different types of quotes. They must use all three types of quotes in the story.

Bloom's Levels: Apply, Evaluate, Create

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Teacher Interview Mini-Project
Students will complete the interview process from start to finish in one class period, applying all they learned the past two weeks about the before, during and after of interviewing. In groups of 3-4, they will be assigned a teacher who will come in to be interviewed. Before he/she arrives, they will plan out 10 open-ended questions, do any necessary research, and determine how they will conduct their interview in the group. During the interview, they will take notes on all answers while asking follow-up questions. Following the interview, they will evaluate their notes and choose information for all three types of quotes, which they will write out individually and be evaluated on appropriate selection and punctuation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interview Prep & Execution	Learning interview basics	Students will take notes over the basics of interviewing, focusing on preparation before (goals, choosing sources, doing research, writing open-ended questions) and multitasking during (listening, non-verbal cues, follow-up questions) the interview. They will practice "prep" using inanimate objects and hypothetical story assignments, selecting primary and secondary sources and writing open-ended questions for each, and then practice follow-up questions with partner interviews.	2 days
Interview Prep & Execution	Scenario Activity Parts 1 & 2	Students will take on two roles in this activity: actor in a crime scene scenario and journalist investigating a different crime scene scenario. They must write questions for and conduct interviews with at least three people in the crime they are investigating, writing down their answers to use later for a story. At the same time, they answer questions about their actor role from other students investigating their scenario.	1 day
Other News Gathering Techniques	How to use research	Students will take notes over how to conduct research journalistically, different techniques for news gathering (crowdsourcing, polling, databases, professional sources, etc.) and how to determine credibility of sources. They will then choose a topic/story idea (all real stories so they can find actual information) and use at least 6 of the 12 techniques to find actual data/information for a hypothetical story.	1 day
Other News	Observation basics	Students discuss the different types of observation based on senses (see, hear, smell, taste, touch) and	1 day

Gathering Techniques		how that adds to journalistic news gathering. They use example photos to discuss what could be observed (specifically) in different locations around the school (gym, office, classroom, library, commons) and what questions could be asked based on those observations. Students then go out to locations around the school and find people to ask questions of based on what the student observes about the person to practice this idea. Finally, students are assigned an observation practice where they must go to a location and act as an audio recorder/video camera, recording for 10-15 everything they observe as specifically as possible.	
Response Analysis	How to take notes/choose quotes	Students will go through handout on how to take notes in an interview. They will then practice trying to write down every word someone says using song lyrics (start slow: "Hey Jude," then go to a fast song: "We didn't start the fire"). Once they figure out they can't write every word down, practice listening for the best facts and personality statements to write down. Practice this with CNN Red Chair Interview videos. Finally, students will take notes over the three types of quotes and do one last example video interview practice, selecting one piece of information for each type of quote.	1 day
Response Analysis	Scenario Activity Part 3	Using the information collected from interviews in parts 1 and 2 of the activity (see above), students will write their first practice news story. They will evaluate the information for use in the story, selecting the best information to include in the story, featuring the different types of quotes. They must use all three types of quotes in the story.	1 day

Unit 3: Writing Production

Subject: Journalism/Mass Media
Grade: 9-12
Name of Unit: Writing Production
Length of Unit: 6-8 weeks
Overview of Unit: Students will learn about and practice the different "genres" of journalistic writing. They will produce a full article of each type using the journalistic writing process and structure and publish online.

Priority Standards for unit:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically"
- ISTE - CREATIVE COMMUNICATOR.6.D Students publish or present content that customizes the message and medium for their intended audiences.
- 9-10.W.3.A.c "Review, revise, and edit writing with consideration for the task, purpose, and audience: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation"
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	Develop	Apply	3
research to answer a question (including a self-generated question) or solve a problem	Conduct	Analyze	4
the inquiry when appropriate	Narrow or broaden	Analyze	1
multiple relevant, credible sources, print and digital	Gather	Understand	2
information using a standard citation system	Integrate	Apply	1
informational text independently and proficiently	Read	Apply	1
informational text independently and proficiently	Comprehend	Understand	2
a topic	Introduce	Understand	1
complex ideas, concepts, and information to make important connections and distinctions	Organize	Analyze	4
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Include	Apply	3
a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	Establish	Apply	3
by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Draw conclusions	Analyze	3
technology, including the Internet, to produce, publish, and update individual or shared writing products	Use	Apply	1
content that customizes the message and medium for their intended audiences	Publish	Apply	2

a command of the conventions of standard English grammar and usage, including spelling and punctuation	Demonstrate	Apply	1
a writing process to produce; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	3

Essential Questions:

1. How are the different genres of journalistic writing different? How are they the same?
2. Why are the different genres of journalistic writing different? Why are they the same?

Enduring Understanding/Big Ideas:

1. Journalistic writing differs by genre in organization, use of different types of leads, focus on different types of quotes, use of statistics and narrative perspective. However, the genres all use basic journalistic structure, style and source citation.
2. Journalistic writing genres are different based on their specific purpose and audience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
News Sports Opinion Publish Statistics Terminology Review	Summary Lead Inverted Pyramid Headline Subhead Tags Feature Story Profile Feature Lead Nut Graf Kicker Editorial Call to Action Personal Column Universal Truth

Topic 1: News Writing

Engaging Experience 1

Title: Reviewing and practicing newswriting

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Detailed Description/Instructions: Students review components of journalistic structure and focus on two concepts (ordering information in inverted pyramid structure and editorializing) which they practice identifying and correcting in pairs. Students then get a "reporter's notebook" page with details and quotes from example notes that they must analyze, order and translate into a practice news story.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Headline dos and don'ts

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students go through dos and don’ts (tips and examples) of headline writing, focusing on the difference between a headline and a label. They do a gallery walk where the bodies of several stories are pasted on posters around the room and students have 5 minutes to read the story and write a headline for it on the poster. They rotate through several stories to practice headline writing.
Bloom’s Levels: Understand, apply, create
Webb’s DOK: 2, 3

Topic 2: Feature Writing

Engaging Experience 1

Title: Learning and practicing feature leads and structure

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Detailed Description/Instructions: Students take notes over the structure of a feature and read and discuss examples of feature leads, nut grafs and kickers. They then go to yearbooks in the room and find examples of good feature leads and bad feature leads and share with the class. They then use a block of info for a hypothetical yearbook profile and write a feature lead, nut graf and kicker.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3

Topic 3: Sports Writing

Engaging Experience 1

Title: Learning sports writing basics

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Detailed Description/Instructions: Students test their sports knowledge by taking a "quiz" using sport-specific terminology and discuss why using correct terminology in sports writing is so important. They take notes over the basic "commandments" of sports writing and practice identifying individually using a handout. Students then read an example of a game story, identifying different elements (stats, quotes, terminology) and comparing the structure of it to both a news story and a feature story. Finally, they write a practice game story using a list of details and quotes from a fake volleyball match, using a checklist of the commandments to evaluate their example.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3

Topic 4: Opinion Writing

Engaging Experience 1

Title: Understanding and practicing editorial writing

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- 9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students start with an agree/disagree activity to "warm up" their opinions, focusing on being able to support their opinions with reasons/facts/arguments and having a strong stand (opinion sentence). They practice writing stands by creating Thumbnail Editorials individually. Students take notes over the components of an editorial and read an example to identify the components. Finally, students get in groups of 3-4 and share their Thumbnail Editorial stands to find one they agree on. They then complete a "bare bones" editorial using a graphic organizer to practice defending their stand and writing a call to action.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Engaging Experience 2

Title: Understanding and practicing review writing

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.

- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- 9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students take notes over review writing. They brainstorm what review readers want to know before they go to a movie and then watch and read examples of movie reviews to pick out those facts/topics, focusing on how the review combines feature writing and opinion writing. They then practice review writing by eating food from a local restaurant, watching a TV show/movie or attending an event and writing a mini review in class.
Bloom's Levels: Understand, Apply, Create
Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Following the introduction/understanding/practice phase of each type of journalistic writing, students will write an actual news story, feature story, sports story and opinion piece (editorial or review). They will go through the writing process (rough draft, editing, revisions, final draft) and publish each final piece on the student newspaper site or their own student writing blog.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
News Writing	Reviewing and practicing news writing	Students review components of journalistic structure and focus on two concepts (ordering information in inverted pyramid structure and editorializing) which they practice identifying and correcting in pairs. Students then get a "reporter's notebook" page with details and quotes from example notes that they must analyze, order and translate into a practice news story.	2 days
News Writing	Headline dos and don'ts	Students go through dos and don'ts (tips and examples) of headline writing, focusing on the difference between a headline and a label. They do a gallery walk where the bodies of several stories are pasted on posters around the room and students have 5 minutes to read the story and write a headline for it on the poster. They rotate through several stories to practice headline writing.	1 day
Feature Writing	Learning and practicing feature leads and structure	Students take notes over the structure of a feature and read and discuss examples of feature leads, nut grafs and kickers. They then go to yearbooks in the room and find examples of good feature leads and bad feature leads and share with the class. They then use a block of info for a hypothetical yearbook profile and write a feature lead, nut graf and kicker.	2 days
Sports Writing	Learning sports writing basics	Students test their sports knowledge by taking a "quiz" using sport-specific terminology and discuss why using correct terminology in sports writing is so important. They take notes over the basic "commandments" of sports writing and	2 days

		practice identifying individually using a handout. Students then read an example of a game story, identifying different elements (stats, quotes, terminology) and comparing the structure of it to both a news story and a feature story. Finally, they write a practice game story using a list of details and quotes from a fake volleyball match, using a checklist of the commandments to evaluate their example.	
Opinion Writing	Understanding and practicing editorial writing	Students start with an agree/disagree activity to "warm up" their opinions, focusing on being able to support their opinions with reasons/facts/arguments and having a strong stand (opinion sentence). They practice writing stands by creating Thumbnail Editorials individually. Students take notes over the components of an editorial and read an example to identify the components. Finally, students get in groups of 3-4 and share their Thumbnail Editorial stands to find one they agree on. They then complete a "bare bones" editorial using a graphic organizer to practice defending their stand and writing a call to action.	3 days
Opinion Writing	Understanding and practicing review writing	Students take notes over review writing. They brainstorm what review readers want to know before they go to a movie and then watch and read examples of movie reviews to pick out those facts/topics, focusing on how the review combines feature writing and opinion writing. They then practice review writing by eating food from a local restaurant, watching a TV show/movie or attending an event and writing a mini review in class.	2 days

Unit 4: Law and Ethics

Subject: Journalism/Mass Media
Grade: 9-12
Name of Unit: Law and Ethics
Length of Unit: 2 weeks
Overview of Unit: Students will learn about the rights and responsibilities associated with being a journalist, both at the professional and high school student level. They will then apply their knowledge to editorial decision making, individually and in groups.

Priority Standards for unit:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- 9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-DIGITAL CITIZEN.2.B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2.C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE - KNOWLEDGE COLLECTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Supporting Standards for unit:

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
informational text independently and proficiently	Read	Apply	1
informational text independently and proficiently	Comprehend	Understand	2

by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Draw conclusions	Apply	2
the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical	Recognize	Understand	1
positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices	Engage	Apply	3
the rights and obligations of using and sharing intellectual property	Demonstrate an understanding	Apply	2
exploring real-world issues and problems	Explore	Analyze	2
ideas and theories and pursuing answers and solutions	Develop	Create	3

Essential Questions:

1. Why is it important for journalists to understand law and ethics?
2. How are student press rights different than professional press rights?
3. How do journalists make decisions about what stories to run?

Enduring Understanding/Big Ideas:

1. Journalists need to understand law and ethics so they know their rights and responsibilities in order to make decisions individually and as a whole.
2. Student journalists hold limited press rights in comparison to professionals as a result of landmark court decisions.
3. Journalists apply their knowledge of law and ethics to a decision-making process in order to determine what stories run and how they run.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
First Amendment Five Freedoms Freedom of the Press Ethics Bias Plagiarism	Libel Public Figure Absolute Malice Prior Restraint Prior Review Open Forum

	Closed Forum Hazelwood Standard Tinker Standard SPJ Code of Ethics Newsworthiness Media Concentration

Topic 1: First Amendment and Limitations

Engaging Experience 1

Title: Learning the five freedoms and limitations

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2.C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE - KNOWLEDGE COLLECTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Supporting:

- 9-10.RI.3.D Read and comprehend informational text independently and proficiently.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will go word by word through the First Amendment to understand the five freedoms it guarantees. Then they will take the Knight First Amendment Survey individually and do an agree/disagree activity involving large group discussion of the issues and statements, as well as the national results of the survey. On day 2, students will take notes over libel law and invasion of privacy to understand limitations. They will read short articles about Texas Libel decisions to identify the different steps that must be proven for libel and look at tabloids to understand absolute malice for public figures.

Bloom's Levels: Understand, Apply

Topic 2: Student Press Rights

Engaging Experience 1

Title: Understanding First Amendment rights as students

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- 9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- ISTE-DIGITAL CITIZEN.2.C Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE - KNOWLEDGE COLLECTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Detailed Description/Instructions: Students will take notes over Tinker and Hazelwood cases and watch videos from UMKC Student Free Speech Symposium of John Tinker and Cathy Kuhlmeier. They will then use the SPLC Flow Chart to determine whether they fall under the Tinker or Hazelwood Standards of practice. On day 2, they will do mini court case presentations (modeled yesterday by the teacher) in pairs or trios on cases that all have to do with student first amendment rights either being upheld or limited by the courts. They will research a case for 45 minutes and then do 2-3 minute presentations, focusing on the basic details and whether the case upheld or limited student rights.

Bloom's Levels: Understand, Apply, Analyze, Create

Topic 3: Ethics & Editorial Decision Making

Engaging Experience 1

Title: Understanding and applying ethics

Suggested Length of Time: 4 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3.D Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- ISTE-DIGITAL CITIZEN.2.B Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students compare and contrast law and ethics using a double bubble chart and use Pirate Code of Conduct and American values to understand how rules of behavior arise from values of a community. They then practice identifying parts of the SPJ Code of Ethics that are violated by a list of real-life student actions. Students watch and discuss "Shattered Glass" and "Outfoxed," both about ethics violations by journalists. Finally, students create a decision-making flowchart using newsworthiness, law, ethics and type of publication to use to determine whether they will run a story. They will complete "you make the call" in pairs and then go through "Woulda Coulda Shoulda" hypothetical scenarios in a large group.

Bloom's Levels: Understand, Apply, Evaluate, Create

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

To Run or Not to Run
Students break into groups and are assigned editorial roles (editor, reporter, ad sales manager, etc.). They are given several real life scenarios to choose to explore as a group and come to a consensus about whether they would run the story based on what they've learned about law and ethics and, if so, how they would run the story. They must use the decision-making flow chart from class but can discuss pros and cons utilizing a graphic organizer to chart their thoughts and help them make the decision. Each student must also think about the stakes for someone in their particular role (i.e. ad sales manager might be worried about losing revenue if it runs, reporter who wrote the story would fight for it to run, etc.). Then discuss the different decisions as a large group and come to a consensus as an entire "staff," with opportunity for individual dissent in a reflection at the end of the activity.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
First Amendment and Limitations	Learning the five freedoms and limitations	Students will go word by word through the First Amendment to understand the five freedoms it guarantees. Then they will take the Knight First Amendment Survey individually and do an agree/disagree activity involving large group discussion of the issues and statements, as well as the national results of the survey. On day 2, students will take notes over libel law and invasion of privacy to understand limitations. They will read short articles about Texas Libel decisions to identify the different steps that must be proven for libel and look at tabloids to understand absolute malice for public figures.	2 days
Student Press Rights	Understanding First Amendment rights as students	Students will take notes over Tinker and Hazelwood cases and watch videos from UMKC Student Free Speech Symposium of John Tinker and Cathy Kuhlmeier. They will then use the SPLC Flow Chart to determine whether they fall under the Tinker or Hazelwood Standards of practice. On day 2, they will do mini court case presentations (modeled yesterday by the teacher) in pairs or trios on cases that all have to do with student first amendment rights either being upheld or limited by the courts. They will research a case for 45 minutes and then do 2-3 minute presentations, focusing on the basic details and whether the case upheld or limited student rights.	2 days
Ethics & Editorial Decision Making	Understanding and applying ethics	Students compare and contrast law and ethics using a double bubble chart and use Pirate Code of Conduct and American values to understand how rules of behavior arise from values of a	4 days

		community. They then practice identifying parts of the SPJ Code of Ethics that are violated by a list of real-life student actions. Students watch and discuss “Shattered Glass” and “Outfoxed,” both about ethics violations by journalists. Finally, students create a decision-making flowchart using newsworthiness, law, ethics and type of publication to use to determine whether they will run a story. They will complete “you make the call” in pairs and then go through “Woulda Coulda Shoulda” hypothetical scenarios in a large group.	

Unit 5: Multimedia Production

Subject: Journalism/Mass Media
Grade: 9-12
Name of Unit: Multimedia Production
Length of Unit: 5-6 weeks
Overview of Unit: Students will learn skills in multimedia production, including photography, video, web and design. They will publish pieces of each medium.

Priority Standards for unit:

- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically"
- ISTE - CREATIVE COMMUNICATOR.6.D Students publish or present content that customizes the message and medium for their intended audiences.
- ISTE - GLOBAL COLLABORATOR.7.B Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.SL.1.A Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.
- EP2AHSa Use elements to create compositional balance
- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and	Develop	Apply	2

examples appropriate to the audience's knowledge of the topic			
a topic	Introduce	Understand	1
complex ideas, concepts, and information to make important connections and distinctions	Organize	Analyze	4
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Include	Apply	3
technology, including the Internet, to produce, publish, and update individual or shared writing products	Use	Apply	1
content that customizes the message and medium for their intended audiences	Publish	Apply	1
collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	Use	Analyze	4
how similar ideas or topics are portrayed in different media formats	Analyze	Analyze	4
rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed	Set	Apply	2
elements to create compositional balance	Use	Apply	2
complex ideas clearly and effectively	Communicate	Apply	1
a variety of digital objects such as visualizations, models or simulations	Creating	Create	4

Essential Questions:

1. How do journalists tell stories and communicate messages using media other than writing?
2. Why is important to be a multimedia journalist and not focus only on print?
3. How do journalists use different media together to tell a story?

Enduring Understanding/Big Ideas:

1. Journalists use video, photo, audio and graphics to tell a broad array of stories that may appeal to different audiences and may have a different purpose than writing.
2. Journalism is ever changing and in order to be marketable in college and career, journalists now must have skills in all media. This also allows the journalist to tell the story in the best possible way.

3. Journalists use a variety of media together to tell a more well-rounded, whole story than might be possible with just writing.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Multimedia Video Website Blog Photography Design Composition Balance Repetition Alignment Emphasis Lighting Motion	Infographic Package Maestro InDesign Spot Color CMYK Dominant Photo Byline Photoshop Exposure Aperture Shutter Speed ISO White Balance Rule of Thirds Leading Lines Angle Framing Selective Focus Strong subject Caption/Cutline Storyboard Wordpress Tags Audio Levels B Roll Wide/Medium/Tight Shots Voiceover Premier Audacity

Topic 1: Photography

Engaging Experience 1

Title: Composition Rules

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- EP2AHSa Use elements to create compositional balance
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically"

Detailed Description/Instructions: Students will take notes over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be given 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Experience 2

Title: Executing White Balance

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Supporting:

- EP2AHSa Use elements to create compositional balance

Detailed Description/Instructions: Students will conduct ten minutes of preliminary research on white balance to find the basic information: What does it mean? Where do you control it on

your camera? What does it change in your photos? Why is it important to know? After the research and to check for understanding, the teacher will display a series of photos and students will try to determine what white balance setting was used and discuss how they know. For independent practice, students will be assigned a variety of pictures to take in a variety of locations around school while changing their white balance. Students will return to create a Google Slide presentation and present it to the class.
Bloom's Levels: Understand, Apply and Create
Webb's DOK: 1, 3 and 4

Topic 2: Design

Engaging Experience 1

Title: Understanding the elements of design

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- EP2AHSa Use elements to create compositional balance
- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Detailed Description/Instructions: Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 3: Infographics

Engaging Experience 1

Title: Understanding and practicing creating infographics

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.
- 9-10.W.3.A.a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students take notes over the purpose of and components of infographics in publications. They view a large number of examples, focusing on variety of types and approaches to telling the story in comparison to only using text. As a large group, brainstorm ideas for infographics to accompany example stories and/or to take their place. Students then choose a story from the student newspaper or KC Star and create an infographic to add to the story being told in text, using Piktochart.com or InDesign.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 4: Video Production

Engaging Experience 1

Title: Video basics and spot reporting

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6.C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically"
- ISTE - CREATIVE COMMUNICATOR.6.D Students publish or present content that customizes the message and medium for their intended audiences.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students take notes over the 10-finger rule, rule of thirds, and other basics of videography. They view examples of different types of video storytelling, featuring wide/medium/tight shots, voiceover, B roll and several narrative perspectives and discuss the techniques and how they address different audiences and purposes. They then apply these skills in a spot reporting exercise where students go to a public place (store, restaurant, mall, etc.) and find a feature story to tell. They interview at least two people and take B roll footage to add visual variety to the video. Using Premier, they edit this to create a video story of at least 60 seconds.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 5: Web Publishing

Engaging Experience 1

Title: Understanding and writing blogs

Suggested Length of Time: 2 days, then weekly

Standards Addressed

Priority:

- 9-10.W.3.A.e "Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically"
- ISTE - CREATIVE COMMUNICATOR.6.D Students publish or present content that customizes the message and medium for their intended audiences.
- ISTE - GLOBAL COLLABORATOR.7.B Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

Detailed Description/Instructions: Students start by watching the "In Plain English" video, "What is a Blog?" and looking at examples (both professional and from previous students) to form an understanding of the purpose and components of a blog. They would work in groups to develop guidelines for what makes a good blog post and then put them together as a large group to establish "rules" for blog writing for the semester. Students then create their own blogs, using Wordpress.com, customizing the layout and theme to fit their personality and blog topic (their choice). Once it is designed, they must write and publish at least one post per week for 10 weeks, following the guidelines set forth by the large group on day one. They must also comment on each other's blogs to create a blogging community, offering suggestions for blog topics, ways to improve, what to add, questions to answer, etc.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Final Multimedia Package
Students will divide into groups of 5 or 6 to create a final multimedia package on an overarching topic of their choice. They will each select one component to contribute to the project, each with a different angle that all fits underneath the one overarching topics. The six components are print story, web story, infographics, photos, page design and video. Students are given a list of deadlines over the next two weeks and focus on production every day, assigning a role to each group member, setting mini-deadlines for each role in order to make the final deadline, and working together as a group to create the final package. They publish their final products in the student newspaper (print story, photos, infographic, page design) and online (web story, photos, video). Alternative places for publication include student blogs or parent newsletter.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Photography	Composition Rules	Students will take notes over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be given 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.	2 days
Photography	Understanding and executing white balance	Students will conduct ten minutes of preliminary research on white balance to find the basic information: What does it mean? Where do you control it on your camera? What does it change in your photos? Why is it important to know? After the research and to check for understanding, the teacher will display a series of photos and students will try to determine what white balance setting was used and discuss how they know. For independent practice, students will be assigned a variety of pictures to take in a variety of locations around school while changing their white balance. Students will return to create a Google Slide presentation and present it to the class.	2 days

Design	Understanding the elements of design	Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.	2 days
Infographics	Understanding and creating infographics	Students take notes over the purpose of and components of infographics in publications. They view a large number of examples, focusing on variety of types and approaches to telling the story in comparison to only using text. As a large group, brainstorm ideas for infographics to accompany example stories and/or to take their place. Students then choose a story from the student newspaper or KC Star and create an infographic to add to the story being told in text, using Piktochart.com or InDesign.	2-3 days
Video Production	Video basics and spot reporting	Students take notes over the 10-finger rule, rule of thirds, and other basics of videography. They view examples of different types of video storytelling, featuring wide/medium/tight shots, voiceover, B roll and several narrative perspectives and discuss the techniques and how they address different audiences and purposes. They then apply these skills in a spot reporting exercise where students go to a public place (store, restaurant, mall, etc.) and find a feature story to tell. They interview at least two people and take B roll footage to add visual variety to the	1 week

		video. Using Premier, they edit this to create a video story of at least 60 seconds.	
Web Publishing	Understanding and writing blogs	Students start by watching the "In Plain English" video, "What is a Blog?" and looking at examples (both professional and from previous students) to form an understanding of the purpose and components of a blog. They would work in groups to develop guidelines for what makes a good blog post and then put them together as a large group to establish "rules" for blog writing for the semester. Students then create their own blogs, using Wordpress.com, customizing the layout and theme to fit their personality and blog topic (their choice). Once it is designed, they must write and publish at least one post per week for 10 weeks, following the guidelines set forth by the large group on day one. They must also comment on each other's blogs to create a blogging community, offering suggestions for blog topics, ways to improve, what to add, questions to answer, etc.	2 days, then weekly

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.