



Grade 12 - Journalism Unit 1 - Ethics and Objectivity: Media and Democracy

Unit Focus

This unit focuses on the legal and ethical guidelines that reporters are expected to follow. It involves global thinking by including landmark legal cases involving student journalism, libel, The First Amendment, and social media. Students will be asked to take a critical look at the media they ingest and will be asked to consider the information's origins. Throughout this unit, students will read a variety of contemporary articles. Due to the nature of the course, assignments will be constantly updated in order to represent current events.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading: Informational Text<ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RI.11-12.1)Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-LITERACY.RI.11-12.2)Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-LITERACY.RI.11-12.4)Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS.ELA-LITERACY.RI.11-12.5)Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (CCSS.ELA-LITERACY.RI.11-12.8)Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1)	<i>Students will be able to independently use their learning to...</i> T1 Identify and contribute to critical issues in society in an ethical and responsible manner. T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T3 Research and identify credible resources to expand knowledge and understanding of a topic or issue.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Journalists are expected to follow ethical and legal guidelines. U2 Media takes on many forms, including social media. U3 News stories should convey factual information about current goings-on and events so as to keep the public informed. U4 Despite our best intentions, media contains biases.	<i>Students will keep considering...</i> Q1 What governs the behavior of journalists or anyone that publishes? Q2 How has social media impacted journalism? Q3 What is newsworthy? Q4 How can I identify and acknowledge bias in media?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Legal and ethical guidelines for journalists	<i>Students will be skilled at...</i>

Stage 1: Desired Results - Key Understandings

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. *(CCSS.ELA-LITERACY.W.11-12.1.A)*
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. *(CCSS.ELA-LITERACY.W.11-12.1.B)*
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. *(CCSS.ELA-LITERACY.W.11-12.1.C)*
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. *(CCSS.ELA-LITERACY.W.11-12.1.D)*
- Provide a concluding statement or section that follows from and supports the argument presented. *(CCSS.ELA-LITERACY.W.11-12.1.E)*
- Writing
- 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 overreliance on any one source and following a standard format for citation. *(CCSS.ELA-LITERACY.W.11-12.8)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. *(POG.5.1)*

K2 First Amendment and the Fairness Doctrine

K3 All forms of media include bias.

K4 Key vocabulary terms: Objectivity, Accuracy, Balance, Fairness, Conflict of Interest, Bias, Obscenity, Libel, Invasion of Privacy,

S1 Analyzing ethical decisions and suggest alternate ethical choices.

S2 Identifying and explaining legal and ethical terminology.

S3 Identifying and acknowledging media biases.

S4 Identifying and articulating various factors that impact consumption of media.