

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Journalism and Media

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grades 9-12
Credit Value:	5 Credits
Date Approved:	August 15, 2023

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Course Description

Journalism is designed to provide students with a complete elective program on an introduction to the field of journalism. The course offers students opportunities to polish their critical thinking, writing, technology, communication, media literacy and digital media skills. Students will have the opportunity to survey various aspects of journalistic law, ethics, media bias, and the history of journalism while considering the role journalists play in an informed and global society.

Students will participate in all facets of the writing process in addition to the reading and analysis of various forms of media. They will understand and apply journalistic terminology and understand the purpose of various publications, broadcasts, podcasts, and social medias. Accordingly, the course will establish the necessity of audience awareness along with a clear distinction between fact and opinion writing.

Students will have the opportunity to produce written and multimodal final products throughout the year. As the year progresses, students will become increasingly involved in project-based learning that will allow them to experiment with and apply newly acquired concepts and skills. With student's permission, work will be made available for publication in the school newspaper.

Units Of Study

Unit	Focus
Unit #1: Contextualizing News	(MP1) Background, History, and Terminology
Unit #2: News Writing	News vs Fake News, Searching for Sources, Beat, Value, Headlines, Captions, Ethical Photography, Note-taking, News Writing, Interview Skills
Unit #3: Ethics, Plagiarism, and Media Responsibility	(MP 2) Libel versus Slander, Censorship, Media Bias, Plagiarism, Responsibility of a Journalist
Unit #4: Feature Writing	News vs Features, Story ideas, Style, Structure, Personality Profiles, Revisiting Interview Skills
Unit #5: Additional Journalistic Writing Styles: Entertainment, Opinion, and Sports Writing	(MP 2) Entertainment (Satire, Cartoons, Slant, Spin, Bias) Reviews (plays, concerts, products, books, food, etc.) (MP3) Editorial/Opinion/Column Writing Sports Investigative Reporting Revisiting Interviews
Unit #6: New Media in Journalism	(MP4) Social Media, Infographics, Film Study, Broadcast

UNIT 1: CONTEXTUALIZING NEWS

Targeted Standards	<p><u>English Language Arts Standards:</u> Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials. Speaking and listening: Conduct interviews, participate in group discussions, and deliver presentations on journalistic topics. Writing: Develop skills in news writing: 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. 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.</p> <p><u>Media Literacy:</u> Understand the role of media in society and analyze the credibility and bias of news sources. Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion. Demonstrate the ability to fact-check and critically evaluate information in journalistic content. Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism</p> <p><u>Journalism Ethics and Law:</u> Explore the First Amendment rights and responsibilities related to freedom of the press.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The fundamentals of and histories of journalism and news • The values of journalism (Timeliness, Prominence, Proximity, Conflict, Impact, Human Interest) • How to compose headlines and captions • How to take effective notes and generate effective interview & follow-up questions • The ethics and effectiveness of photography in journalism
Essential Questions	<ol style="list-style-type: none"> 1. What is news? What is the purpose of news? 2. What are the differences and similarities between news and academic writing? 3. What is the responsibility of the journalist to the public/to their audience/to their community? 4. How does the history of journalism impact news reporting today? 5. How do different types of media/journalism impact public opinion?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <p>News History, Background and Terminology Exam(s)</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
History of Journalism, Responsibility of the Journalist, Elements of News Writing Journalism jargon	Apply Jargon Analyze and evaluate News Analyze and evaluate various forms of media and news formats	Research, Compare newspaper samples and formats, "Walk through the Halls," Gallery Walk for journalism timeline, Interview roleplay, Mock press conferences, "Gossip in the Hallways."	<i>Gallery Walk Research /Artifact Notes</i> <i>News History, Background and Terminology Google Forms Check</i> <i>Interview Role Play/Script</i>
Resources <i>Journalism Today</i> <i>Inside Reporting</i> <i>Newspaper Designer's Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass		Instructional Adjustments Modifications, grouping, and student choice based on grade level, ability level, interest, and experience	

UNIT 2: NEWS WRITING

<p>Targeted Standards</p>	<p><u>English Language Arts Standards:</u></p> <p>Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials.</p> <p>Speaking and listening: Conduct interviews, participate in group discussions, and deliver presentations on journalistic topics.</p> <p>Writing: Develop skills in news writing:</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful.</p> <p>Develop 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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as the [Associated Press] Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, 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.</p> <p>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.</p> <p>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.</p> <p>Make strategic use of digital media and visual displays of data to express information</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Media Literacy:</u></p> <p>Understand the role of media in society and analyze the credibility and bias of news sources.</p>
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	<p>Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion. Demonstrate the ability to fact-check and critically evaluate information in journalistic content. Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism</p> <p><u>Journalism Ethics and Law:</u> Explore the First Amendment rights and responsibilities related to freedom of the press.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The purpose of news and news writing • How to generate, develop, compose, and publish a news writing piece • How to create/convert written news to visual news using multimedia formats
Essential Questions	<ol style="list-style-type: none"> 1. What is news? What is the purpose of news? 2. What are the differences and similarities between news and academic writing? 3. What is the responsibility of the journalist to the public/to their audience/to their community? 4. How does the history of journalism impact news reporting today? 5. How do different types of media/journalism impact public opinion?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> News Writing Piece Multimodal Conversion Formal Discussion Reflection</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
News Values Interview Skills News Writing Organization Lede Writing Quote Embedding News Writing Style	Determine the value of a news story to the community/public Apply interview skills Identify useful parts of an interview Compose effective ledes Organize an effective news story Maintain proper tone in a news story Compose an effective news story	News Organization Puzzle Pieces, Interview roleplay, Mock press conferences, Lede Writing Exercises Gossip in the Hallways, "What makes a good quote?" exercise	Question-writing brainstorm Interview Notes Quote embedding practice Lede Writing Drafts Rough Draft(s), News Story Google Form Formative Terminology Checks
Resources <i>Journalism Today</i> <i>Inside Reporting</i> <i>Newspaper Designer's Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass		Instructional Adjustments Modifications, grouping, and student choice based on grade level, ability level, interest, and experience	

UNIT 3: ETHICS, PLAGIARISM, AND MEDIA RESPONSIBILITY

Targeted Standards	<p>English Language Arts Standards: Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials. Speaking and listening: Participate in group discussions and deliver presentations on journalistic topics.</p> <p>Media Literacy: Understand the role of media in society and analyze the credibility and bias of news sources. Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion. Demonstrate the ability to fact-check and critically evaluate information in journalistic content. Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism</p> <p>Journalism Ethics and Law: Explore the First Amendment rights and responsibilities related to freedom of the press. Familiarize students with ethical principles in journalism, such as accuracy, fairness, objectivity, and responsible reporting.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The journalist's ethical and legal responsibilities • The First Amendment's guarantee of "freedom of the press" • The responsibility to give credit to sources
Essential Questions	<p>What are the legal and ethical responsibilities of a journalist and a news publication? Where do legalities and ethics intersect? What ethical challenges does the modern world present for journalists? What does media bias look like in digital and print media, as well as in written or visual media? What is the purpose of censorship? How might censorship, or lack thereof, impact our community and our society?</p>
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <p>Discussion with Reflection: Socratic Seminar/Debate/Mock Trial Group or Individual Presentation</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
Journalism Law and Ethics Libel versus Slander The First Amendment Freedom of the Press Important Supreme Court Cases related to journalism Censorship Media Bias	Identify, examine, and evaluate ethical and legal considerations in journalism Identify media bias and its impact, particularly in modern media Define the impacts of censorship Explain the ruling on important Supreme Court Cases related to journalism Understand the NJ Voices Law	Research and present related court cases (Schenk v the United States, Abrams v the United States, New York Times Co. v the United States, Hazelwood versus Kuhlmeier), close readings on the First Amendment and related legal statements, formal discussion (debate, philosophical chairs, and Socratic Seminars), Compare and contrast media bias in articles of same topic, Interactive activity with Media Bias chart (AllSlides)	Small and large group discussion Research Notes and Presentation Prep Close Reading Notes Class Code of Ethics
Resources <i>Journalism Today</i> <i>Inside Reporting</i> <i>Newspaper Designer's Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass		Instructional Adjustments Modifications, grouping, and student choice based on grade level, ability level, interest, and experience	

UNIT 4: FEATURES WRITING

<p>Targeted Standards</p>	<p>Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials.</p> <p>Speaking and listening: Conduct interviews, participate in group discussions, and deliver presentations on journalistic topics.</p> <p>Writing: Develop skills in feature writing:</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful.</p> <p>Develop 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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as the [Associated Press] Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, 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.</p> <p>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.</p> <p>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.</p> <p>Make strategic use of digital media and visual displays of data to express information</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Media Literacy:</p> <p>Understand the role of media in society and analyze the credibility</p>
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	<p>and bias of news sources.</p> <p>Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion.</p> <p>Demonstrate the ability to fact-check and critically evaluate information in journalistic content.</p> <p>Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • How to generate, develop, compose, and publish a features writing piece • How to create/convert written feature news to visual news using a multimedia format
Essential Questions	<ul style="list-style-type: none"> • What is feature news? What is the purpose of a feature news piece? • What are the differences and similarities between news and features writing? • What is the responsibility of feature journalists to the public/to their audience/to their community? • How do different types of media/journalism impact public opinion?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <p>Features Writing Piece</p> <p>Multimodal Conversion</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
Feature Writing Topics Feature Writing Organization Feature Writing Style Quote Embedding, Revisited Interview Skills, Revisited	Determine the value of a features story to the community/public Apply interview skills Identify useful parts of an interview Compose effective opening to feature news Organize an effective features story Maintain proper tone in a features article Compose an effective news feature	Features WebQuest Examining Headlines: News or features? Style/Structure Practice and Sample Identification Generating Story Ideas Creating Linear Arrays for parts of speech Tracking rhetorical devices in sample articles Close Readings of feature writing Feature Writing Puzzle Pieces Fluency Lesson ("Connecting the Parts" from <i>They Say, I Say</i>) Interview Roleplay Practice	Personality Profile Draft Question Brainstorming Feature Lede Practice/Compositional Risk Features Writing Draft Rhetorical Device Color Coding Close Readings of unstudied features article Interview Performance Color-coding 4 types of transitions (transitional word and phrase, repeating words, pointing words, "repeating but with a difference")
Resources <i>Journalism Today</i> <i>Inside Reporting</i> <i>Newspaper Designer's Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass		Instructional Adjustments Modifications, grouping, and student choice based on grade level, ability level, interest, and experience	

UNIT 5: ADDITIONAL JOURNALISTIC WRITING STYLES: ENTERTAINMENT, OPINION, AND SPORTS WRITING

<p>Targeted Standards</p>	<p>Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials.</p> <p>Speaking and listening: Conduct interviews, participate in group discussions, and deliver presentations on journalistic topics.</p> <p>Writing: Develop skills in various types of journalistic writing beyond news:</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful.</p> <p>Develop 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.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as the [Associated Press] Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, share, 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.</p> <p>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.</p> <p>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.</p> <p>Make strategic use of digital media and visual displays of data to express information</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Media Literacy:</p>
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	<p>Understand the role of media in society and analyze the credibility and bias of news sources.</p> <p>Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion.</p> <p>Demonstrate the ability to fact-check and critically evaluate information in journalistic content.</p> <p>Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • How to generate, develop, compose, and publish a variety of journalistic writing pieces: entertainment, opinion, and/or sports • Investigative reporting and its impact on modern journalism and current events • How to create/convert these written stories to visual news using multimedia format
Essential Questions	<ul style="list-style-type: none"> • What is the purpose of a sports article? What is the purpose of a review? What is the purpose of an editorial or opinion piece? • What are the differences and similarities between news, other types of journalistic writing, and academic writing? • How did the proliferation of investigative reporting impact modern journalism?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <p>Sports article, Review, Opinion piece, and/or Editorial</p> <p>Research product/Formal Discussion reflection on Investigative Reporting</p> <p>Multimodal Conversion</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
Opinion Writing, Organization and Style Review and Entertainment Writing, Organization and Style Sports Writing, Organization and Style Investigative Reporting Key historical figures and events in investigative Reporting Quote Embedding, Revisited Interview Skills, Revisited	Determine the value of an opinion piece/ editorial, a sports article, and a review to the community/public Compose effective openings appropriate to a review, opinion piece/editorial and a sports article Organize an effective review, opinion, or sports article Maintain proper tone in a variety of articles Compose an effective sports article Compose an effective review Compose an effective editorial or opinion piece Research historical figures and events in investigative reporting Use a variety of quote embedding styles appropriate to the article Refine interview skills Interview various stakeholders, personalities, and participants appropriate to the topic Identify useful parts of an interview	Satire: Political Cartoons activity/Close Reading Entertainment Writing, Opinion Writing, Sports Writing Webquest Sample Identification Investigative Reporting Master Class and Expert Lecture Tracking rhetorical devices and specialized jargon in sample articles Close Readings of entertainment, sports, and review writing Sample Writing Puzzle Pieces Fluency Lesson ("Connecting the Parts" from <i>They Say, I Say</i>) Interview Roleplay Practice Research on Investigative Reporting: Guest Speakers Aeon video on Nellie Bly Watergate/Bob Woodward Masterclass	Opinion Pieces, Drafts: <ul style="list-style-type: none"> • Editorial • Column • Satire • Review Sports Article Draft Multimodal Conversion, Brainstorming and Draft Small group and whole class discussion Close Reading Notes Lede Writing Drafts Practice/Compositional Risk Rhetorical Device Color Coding Close Readings of unstudied pieces Interview Performance Color-coding 4 types of transitions (transitional word and phrase, repeating words, pointing words, "repeating but with a difference") Investigative Reporting Research Notes
Resources <i>Journalism Today</i> <i>Inside Reporting</i>		Instructional Adjustments Modifications, grouping, and student choice based on	

<i>Newspaper Designer's Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass	grade level, ability level, interest, and experience
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UNIT 6: NEW MEDIA IN JOURNALISM

<p>Targeted Standards</p>	<p><u>English Language Arts Standards:</u> Reading informational texts: Analyze and evaluate various news articles, editorials, and other journalistic materials, such as infographics and film. Writing: Develop skills in infographics and social media. Speaking and listening: Conduct interviews, participate in group discussions, deliver presentations on journalistic topics, produce broadcast of story.</p> <p><u>Media Literacy:</u> Understand the role of media in society and analyze the credibility and bias of news sources. Evaluate and compare different types of media (print, digital, broadcast) and their impact on public opinion. Demonstrate the ability to fact-check and critically evaluate information in journalistic content. Familiarize oneself with the relevant vocabulary and jargon needed to navigate digital information, media, and journalism. Analyze overarching concepts related to news and media as presented in various films (on the topic of journalism)</p> <p><u>New Jersey Student Learning Standards for English Language Arts, Grades 9-12:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful. Develop 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as the [Associated Press] Style), focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, share, 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.</p>
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	<p>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.</p> <p>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.</p> <p>Make strategic use of digital media and visual displays of data to express information.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Present information, findings and supporting evidence clearly, concisely, and logically wherein the content, organization, development, and style are appropriate to task, purpose, and audience.</p>
Unit Objectives/ Conceptual Understandings	<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The role of social and visual media in the modern world • How to create/convert written news to visual news using multimedia formats • How to create an effective infographic using different media platforms • How to “read” a film and related terminology • How the intersection of words, images, and sounds can communicate ideas, including social commentary
Essential Questions	<ul style="list-style-type: none"> • What is the role of social media? What is the role of broadcast news? • Can visual media take the place of written news? How can visual media complement the telling of news? • How do popular films address important issues related to news and the press? • How do popular films use stylistic elements beyond words to convey meaning? How should audiences “read” a film?
Unit Assessment	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <p>Infographic Social Media News Post Formal Discussion Reflection (Socratic Seminar, Philosophical Chairs, Debate) Film Analysis Presentation/Visual Argument Broadcast Script or iMovie</p>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<p>The purpose, value, history, and psychology of social media</p> <p>“Reading a Film”</p> <p>Elements and significance of visual media</p> <p>Visual media impact</p> <p>Social Commentary through film</p> <p>Important issues concerning news and historic impact of the press, as expressed in film</p> <p>The intersection of words, images, and sound to create meaning, including social commentary</p> <p>Broadcast News (On-air composure/body language and tone; Beginning, middle, and end to a story; Basic camera operations)</p>	<p>Determine the role of social media</p> <p>Examine the psychology of social media</p> <p>Determine purpose of various social media platforms and accounts</p> <p>Create a news post for social media (Instagram)</p> <p>Identify, Analyze, and</p> <p>Examine film and broadcast elements</p> <p>Synthesize informed and supported infographic</p> <p>Synthesize a properly formatted news broadcast</p>	<p>Social Media Exploration and commonalities</p> <p>Infographic platforms practice</p> <p>Film Terminology Escape Room</p> <p>Film Analysis Chart (isolate individual senses) for one or two of the following journalism-related films: <i>All the President’s Men</i> (Exposure and Responsibility) <i>Shattered Glass</i> (Ethics/Plagiarism/Responsibility) <i>Citizen Kane</i> (Exposure and Responsibility) <i>Anchorman</i> (satire)--PG13 <i>Anchorman 2</i> (satire)--PG13 <i>The Post</i>—PG13 (Responsibility, Purpose of Journalism) <i>Good Night and Good Luck</i>—PG (Responsibility) Broadcast roleplays Broadcast Analysis Chart (isolate individual senses)</p>	<p>Film Analysis Chart/Notes</p> <p>Presentation/Visual Argument</p> <p>Brainstorming</p> <p>Broadcast Rough Draft</p> <p>Small Group and Whole Class Discussion (Socratic Seminar, Philosophical Chairs, Debate)</p> <p>Google Form Formative Terminology Checks</p> <p>Broadcast Analysis Chart</p>
Resources <i>Journalism Today</i> <i>Inside Reporting</i> <i>Newspaper Designer’s Handbook</i> Various Media Sources (nj.com, <i>The New York Times</i> , npr.com, Instagram, etc.) Guest Speakers/Masterclass		Instructional Adjustments Modifications, grouping, and student choice based on grade level, ability level, interest, and experience	