

Moon Area School District Curriculum Map

Course: Multimedia Journalism

Grade Level: 9- 12

Content Area: English

Frequency: Full year course

Big Ideas

1. How does interaction with text promote thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. What role does writing, journalism, and/or media play in our lives?

Essential Questions

1. What is journalism and mainstream media?
2. What is news and newsworthy?
3. How did changes in culture and history influence the evolution of journalism?
4. What qualities make a journalist successful?
5. What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century?
6. What role does social media play in journalism?
7. How do journalists and news organizations combat the war on information?
8. How will artificial intelligence impact media?

Primary Resource(s) & Technology:

Textbook Series *Inside Reporting*, select educational media tools, Microsoft Teams, Promethean Boards, Student Laptops/iPads, and all eligible works listed under eligible content.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Introduction •How does productive oral communication rely on speaking and listening?	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.	<ul style="list-style-type: none">• Draft of interview questions• Complete timed interviews and take notes• Review brief Feature article, a sample dossier, or personal statement; note format, i.e., content, use of quotes, sensory experience, opening and conclusion• Draft, edit, and revise writing	Weeks 1 - 2

<p>•What role does writing, journalism, and/or media play in our lives?</p>	<p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.2.11-12 A-L Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections</p>	<ul style="list-style-type: none"> • Present and publish feature articles <p>Eligible Content:</p> <ul style="list-style-type: none"> • Interview Basics • Feature Writing Basics/Example • Incorporating quotations in news articles • <i>Inside Reporting</i> • Lead writing—creative 	
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	<p>among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p>		
<p>History of Journalism</p> <ul style="list-style-type: none"> • What is journalism? • How did changes in culture and history influence 	<p>CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text —with an emphasis on</p>	<ul style="list-style-type: none"> • Review purpose/role of journalism in society • Consider purpose and evolution of yellow journalism • Explore timeline of major developments in journalism and research famous journalists and their contributions to the field • Present media project on a famous journalist 	<p>Weeks 3 - 5</p>

<p>the evolution of journalism?</p> <p>•What role does writing, journalism and/or media play in our lives?</p>	<p>comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and</p>	<ul style="list-style-type: none"> • Complete survey exploring current attitude towards news/journalism survey • Examine public poll on current climate/attitude towards journalism and mainstream media <p>Eligible Content:</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select articles, videos 	
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	<p>multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>		
<p>How Newsrooms Work</p> <ul style="list-style-type: none"> •What is news? •What is mainstream media? • What qualities make journalists successful? •What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and 	<p>CC.1.2.11-12. A – L CC.1.3.11-12 A-K Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence</p>	<ul style="list-style-type: none"> • Review what typically constitutes news • Review what mainstream media is and which organizations are considered to be mainstream media • Review common terms associated with the news stories and the news industry • Review the journalist’s basic hardware • Complete reflective inventory of qualities that make journalists successful <p>Eligible Content:</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select assignments such as Talent and Temperament, diagrams, articles on popular journalists, videos 	<p>Weeks 6 - 9</p>

<p>current in the 21st century?</p> <ul style="list-style-type: none"> • What role does writing, journalism, and/or media play in our lives? • How does interaction with text provoke thinking and response? 	<p>CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p>How To Write a News Story</p> <ul style="list-style-type: none"> • What is newsworthy? • How does interaction with text promote thinking and response? • What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century? 	<p>CC.1.2.11-12.A – L CC.1.3.11-12.A - K Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<ul style="list-style-type: none"> • Review characteristics that make a story newsworthy and read sample stories to identify elements. • Define, identify, and write basic news. • Review prioritizing to write effective leads • Review inverted pyramid structure. • Complete activities to identify and include parts of news story, including lead, order of importance organization, quotes, and attribution • Draft, edit, revise, publish news story <p>Eligible Content:</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select news articles, handouts, videos 	<p>Weeks 10 - 12</p>

CC.1.4.11-12.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding

	<p>statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		
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<p>“Other” Leads That Succeed</p> <ul style="list-style-type: none"> •How does interaction with text promote thinking and response? •What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century? 	<p>CC.1.2.11-12.A – L CC.1.3.11-12.A – K Students read, understand, and respond to informational— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p>	<ul style="list-style-type: none"> • Review several alternatives to the basic news lead and the types of leads to avoid in journalism • Write creative leads to news stories <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> 	<p>Week 17</p>
<p>Rewriting, Editing, and Newswriting Style</p> <ul style="list-style-type: none"> •What qualities make a journalist successful? •How does interaction with text promote thinking and response? 	<p>CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>	<ul style="list-style-type: none"> • Review common usage errors for journalists • Complete diagnostic editing quiz • Define AP style and review basic rules <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • 66 Newswriting Tips, select handouts on journalism usage errors, online exercises/sources targeting errors, IXL 	<p>Weeks 18 - 22</p>

	<p>considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		
<p>Interviewing, Taking Notes, Quotations</p>	<p>CC.1.2.11-12.A – L CC.1.3.11-12.</p>	<ul style="list-style-type: none"> • Practice taking notes with songs • Review the most effective ways to take notes and devise a system 	<p>Weeks 23 - 26</p>

<ul style="list-style-type: none"> • How does productive oral communication rely on speaking and listening? • How does interaction with text promote thinking and response? • What qualities make a journalist successful? • What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century? 	<p>A - K Students read, understand, and respond to informational— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or</p>	<ul style="list-style-type: none"> • Identify and define types of interviews and tips for successful interviews • Evaluate the order of questions • Review how to include quotations and attribution and refine use of both • Review strong verbs/alternatives for “said” • Complete Feature Story project and present <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select handout, assignments, videos 	
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other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such

	<p>as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		
<p>Fake News</p> <ul style="list-style-type: none"> •How does interaction with text promote thinking and response? •What role does social media play in journalism? •How do journalists and news organizations combat the war on information? •How will artificial intelligence impact media? 	<p>CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.11-12.D</p>	<ul style="list-style-type: none"> • Distinguish between real and fake news stories • Contrast with fake news with yellow journalism • Explore role of sites such as <i>The Onion</i> • Evaluate personal political bias • Examine the role of bias in reporting • Distinguish between misinformation and disinformation • Review fact checking sites and reverse image search tool • Explore use of AI tools such as Chat GPT with facts and information <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • <i>Fighting the Fake News Invasion</i> • Select handout, assignments, videos 	<p>Weeks 27 - 28</p>

	<p>Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>		
<p>Law and Ethics</p> <ul style="list-style-type: none"> •How did changes in culture and history influence the evolution of journalism? •What is newsworthy? •What qualities make a journalist successful? •What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century? •How do journalists and news organizations combat the war on information? 	<p>CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are</p>	<ul style="list-style-type: none"> • Identify and explain “Press Rights” and note privilege, shield laws, etc. • Identify and explain “Press Wrongs” and things that can get a reporter jailed, sued, fired, or complaints, including but not limited to libel, plagiarism, invasion of privacy, breach of contract, etc. • Define libel and explain five landmark libel court cases • Review most common ways to invade someone’s privacy/law • Identify what copyright is and what constitutes and fair use • Evaluate the use of taste and decency in reporting • Review the “Seven Deadly Sins” of reporting and examples of each • Explain the journalism “Code of Ethics” • Complete Law & Ethics project and present <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select handouts, articles, videos 	<p>Weeks 29 - 31</p>

<p>•How will artificial intelligence impact media?</p>	<p>appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>		
<p>Covering a Beat</p> <p>•How does productive oral communication rely on speaking and listening?</p> <p>•What role does writing, journalism, and/or media play in our lives?</p>	<p>CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational— with an emphasis on comprehension,</p>	<ul style="list-style-type: none"> • Identify and explain different beats in journalism, including content covered and how to cover events and people • Present findings <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> 	<p>Week 32</p>

<ul style="list-style-type: none"> •What qualities make a journalist successful? •How do journalists and news organizations combat the war on information? •What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century? 	<p>vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>		
<p>Broadcast Journalism</p> <ul style="list-style-type: none"> •How does productive oral communication rely on speaking and listening? •What role does writing, journalism, and/or media play in our lives? 	<p>CC.1.2.11-12.A – L CC.1.3.11-12.A - K Students read, understand, and respond to informational— with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and</p>	<ul style="list-style-type: none"> • Review how to write for broadcast journalism • Explore radio, TV, and internet broadcasts including terms and associated abbreviations • Compare/contrast broadcast journalism with print • Create scripts for TV announcements • Practice reading “on air” scripts in TV Studio <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select handouts, articles, videos 	<p>Weeks 33 - 34</p>

<p>•What qualities make a journalist successful?</p> <p>•What can journalists do to be innovative, efficient, and accurate to keep newspapers and reporting trustworthy and current in the 21st century?</p>	<p>between texts with focus on textual evidence.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and</p>		
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	<p>techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E</p>		
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	Adapt speech to a variety of contexts and tasks.		
Final Project	<p>CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.V 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</p>	<ul style="list-style-type: none"> • Review and complete final multimedia project <p>Eligible Content</p> <ul style="list-style-type: none"> • <i>Inside Reporting</i> • Select handouts and examples including sample webpages and podcasts 	Weeks 35 -36

the subject under investigation.

CC.1.4.11-12.W

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.