



# Advanced Journalism

**Advanced Journalism**

<b>Grade(s):</b>	10, 11, 12
<b>Discipline/Course:</b>	English/Semester Elective
<b>Course Title:</b>	Advanced Journalism
<b>Prerequisite(s):</b>	Introduction to Journalism
<b>Course Description:</b> <i>Program of Studies</i>	<p>Advanced Journalism is a semester English elective that follows Introduction to Journalism. This course enables the student to build upon important skills that were taught in Introduction to Journalism and immerses the student in various journalistic writing assignments. In addition, students will continue to consider and discuss ethics in journalism and the persistent problem of “fake news.” Students will read the news and learn how to differentiate between hard and soft news stories. Students will revisit how to write leads for hard news and write hard news stories. Using prior knowledge from the introduction to soft news and feature stories, students will experiment with writing multiple types of feature stories including profile stories, consumer reviews, sports stories, investigative articles, and editorials. Students will spend significant time preparing for and conducting interviews with various sources and building their interpersonal speaking and listening skills. The course ends with a multimedia unit in which students explore multimodal formats for presenting feature stories. Students will gain an understanding of how to create a multimedia feature story from start to finish, including videos, short films, photojournalism stories, blogs, and/or podcasts. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. <b>Publishing of articles in the digital newspaper is a required part of this course.</b></p>

<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What elements of news differentiate a hard news story from a soft news story?</li> <li>• How can headlines guide a reader’s opinion of a news story?</li> <li>• How do headlines use bias/slant/spin?</li> <li>• What are the opportunities as well as challenges of integrating text, images, audio, and video in multimedia journalism?</li> <li>• How can interactive information and data visualization convey information to audiences more effectively?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Knowing the difference between hard and soft news will help writers to better frame their stories for the right purpose and audience.</li> <li>• Headlines make the first impression on a reader, so they should be written in a way that is inviting while still objective.</li> <li>• Journalists must be able to recognize bias/slant/spin in order to avoid using it in their headlines.</li> <li>• Multimedia journalism meets so many needs of today’s audience, but the challenges of integrating this type of journalism with text can be daunting because it might overshadow the text itself.</li> <li>• When information is interactive, it pulls in the audience members and helps them to more fully understand that information.</li> </ul>
<b>Duration:</b> <b>Credit:</b>	1 semester .5 credit
<b>Course Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• <i>News Writing &amp; Reporting</i> by Bruce D. Thule and Douglas A. Anderson</li> <li>• Digital access to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, and <i>The Hartford Courant</i> through ProQuest, a library database</li> <li>• Class subscription to hard copies of local newspapers</li> <li>• AP Style Book</li> <li>• <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> by Mark E. Briggs</li> <li>• <i>Working With Words: A Handbook for Media Writers and Editors</i> by Brian S. Brooks, James L. Pinson, and Jean Gaddy Wilson</li> </ul>
<b>FPS Course Academic</b>	Convey ideas Creating and Constructing

<b>Expectation(s):</b>	
<b>Year at a Glance (Units)</b>	<ul style="list-style-type: none"> <li>● The Portfolio           <ul style="list-style-type: none"> <li>○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.</li> </ul> </li>   <li>● Unit 1: Hard and Soft News: What is the Difference?</li> <li>● Unit 2: Writing Hard News Stories</li> <li>● Unit 3: Writing Feature Stories</li> <li>● Unit 4: Multimedia Stories</li> </ul>

### Units

<b>Unit Number and Title:</b>	Unit: The Portfolio
<b>Duration:</b>	One Semester
<b>Resource(s):</b>	<u>English Portfolio Directions</u>
<b>Unit Overview:</b>	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
<b>Standards:</b>	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p><b>Reading</b></p> <p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and</p>

poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Writing**

**W.11-12.2.b** Develop 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.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L. 11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

	<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.11-12.3.a</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p><b>Essential Questions:</b></p>	<ul style="list-style-type: none"> <li>● How can a portfolio of work show achievement and growth in literacy skills?</li> <li>● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding?</li> <li>● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas?</li> <li>● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?</li> </ul>	
<p><b>Enduring Understandings:</b></p>	<ul style="list-style-type: none"> <li>● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.</li> <li>● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece.</li> <li>● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well.</li> <li>● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines.</li> </ul>	
<p><b>Learning Goals:</b></p>	<p><b>Content:</b> Students will know...</p>	<p><b>Skills:</b> Students will be able to...</p>



<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills)</li> <li>● Comprehension strategies for reading and understanding literature and literary nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band.</li> <li>● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples)</li> <li>● Technology platforms and tools for sharing and collecting writing in a meaningful way</li> <li>● MLA style (humanities)</li> <li>● APA style (sciences)</li> <li>● Turabian’s Manual (research)</li> <li>● Spelling rules and tools</li> <li>● Metacognition</li> <li>● Organizational structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use technology appropriately</li> <li>● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> <li>● Spell correctly.</li> <li>● Write metacognitive reflections.</li> <li>● Employ personal voice.</li> <li>● Organize reflective thinking</li> </ul>
<b>Language:</b>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Types of phrases</li> <li>● Types of clauses</li> <li>● Semicolon usage and rules</li> <li>● Colon usage and rules</li> <li>● Capitalization rules</li> <li>● Other punctuation rules for English</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● Use parallel structure.</li> <li>● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and</li> </ul>

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"><li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>● Use a colon to introduce a list or quotation.</li><li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li></ul>
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<b>Unit Number and Title:</b>	Unit 1: Hard and Soft News: What Is the Difference?
<b>Duration:</b>	2 Weeks
<b>Resource(s):</b>	<b>Core Texts:</b> Daily news (newspapers and other news outlets)
<b>Unit Overview:</b>	<p>Building upon their understandings from Introduction to Journalism, students will review hard and soft news. Students will spend time each class reading the news and discussing factors that distinguish hard and soft news. Students will compare front page stories from various news outlets, discussing the decisions each outlet made in choosing its daily front page/hard news. Students will also learn about headline writing, including how headlines use slant/spin.</p> <p>Students will continue to examine evidence and make determinations about the best textual evidence to use to support assertions. Part of that determination will come from collaboration with peers as they examine and discuss subjects, potential leads, and supporting evidence together.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Standard(s):</b>	<b>Reading</b> <b>RI.11-12.1</b> 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.

	<p><b>Writing</b>  <b>W.11-12.2</b> 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><b>Speaking and Listening</b>  <b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What elements of news differentiate a hard news story from a soft news story?</li> <li>● How can headlines guide a reader’s opinion of a news story?</li> <li>● How do headlines use bias/slant/spin?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Knowing the difference between hard and soft news will help writers to better frame their stories for the right purpose and audience.</li> <li>● Headlines make the first impression on a reader, so they should be written in a way that is inviting while still objective.</li> <li>● Journalists must be able to recognize bias/slant/spin in order to avoid using it in their headlines.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> Students will know...	<b>Skills:</b> Students will be able to...
<b>Reading</b>	<ul style="list-style-type: none"> <li>● The distinguishing features of a hard news story and a soft news story</li> <li>● The factors that media outlets consider when running front-page stories</li> <li>● How headlines are used to attract readers</li> <li>● How angles are used by media outlets to convey the same information</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a hard news story in a daily paper</li> <li>● Identify a soft news story in a daily paper</li> <li>● Articulate how media outlets choose front-page news</li> <li>● Recognize an angle of a story</li> <li>● Identify slant/spin</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Characteristics of a good headline</li> <li>• Informational text structure</li> <li>• Curation of important stories</li> </ul>	<ul style="list-style-type: none"> <li>• Write headlines for various types of stories, including informative or explanatory pieces</li> <li>• Curate and produce the most important news stories of the day</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Discussion protocol and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in and lead whole-class and partnership discussions</li> </ul>

<b>Unit Number and Title:</b>	Unit 2: Writing Hard News Stories
<b>Duration:</b>	2-3 weeks
<b>Resource(s):</b>	<p>The following texts are best aligned with this unit:</p> <ul style="list-style-type: none"> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> by Mark E. Briggs</li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i> by Brian S. Brooks, James L. Pinson, and Jean Gaddy Wilson</li> </ul>
<b>Unit Overview:</b>	<p>This unit delves deeper into specific types of hard news stories, such as political, crime, business, sports, accidents, big weather, global. Students will identify an angle for their stories, and will write hard news stories in timed settings (replicating deadlines of timely, breaking news). They will also begin publishing their stories in a digital school newspaper.</p> <p>Because students are now publishing their stories, they will rely more and more on each other for critical feedback regarding their writing as well as an evaluation of critical stances, objective tone, use of formal style, and application of supporting evidence. Students will engage in the full publishing process.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her</p>

	exposition or argument, including whether the structure makes points clear, convincing, and engaging  <b>Writing</b> <b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence  <b>Speaking and Listening</b> <b>SL.11-12.1d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do journalists determine the angle for their articles?</li> <li>● How do journalists gather news under a deadline?</li> <li>● What are the most important facts of a hard news story?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● What we decide to communicate depends on our audience.</li> <li>● Even when faced with resistance, journalists must persist in gathering the necessary information.</li> <li>● Fact-checking information for accuracy before making it public is absolutely crucial for maintaining the integrity of the piece and the trust in the journalist.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Argument structure</li> <li>● Angles in a story</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the structure in an argument article</li> <li>● Evaluate angles in a story</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Information-gathering and fact-checking strategies</li> <li>● Organization strategies like the inverted</li> </ul>	<ul style="list-style-type: none"> <li>● Gather and fact-check information under a deadline</li> <li>● Organize the facts of a hard news story</li> </ul>

	pyramid <ul style="list-style-type: none"> <li>• Characteristics of argument writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write a hard news story under deadline using the argument structure</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Interview strategies</li> <li>• Characteristics of diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize comments</li> <li>• Respond thoughtfully to diverse perspectives</li> </ul>



<b>Unit Number and Title:</b>	Unit 3: Writing Feature Stories
<b>Duration:</b>	8-10 weeks
<b>Resource(s):</b>	<p>The following texts are best aligned with this unit:</p> <ul style="list-style-type: none"> <li>● <i>News Writing &amp; Reporting</i> by Bruce D. Thule and Douglas A. Anderson</li> <li>● Copies of local newspaper (either delivered or online)</li> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> by Mark E. Briggs</li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i> by Brian S. Brooks, James L. Pinson, and Jean Gaddy Wilson</li> </ul>
<b>Unit Overview:</b>	<p>This feature writing unit will introduce students to the content and skills necessary to write engaging and compelling news stories that go beyond the day-to-day “hard” news stories. Students will learn how to expand their research and story writing abilities to engage readers with more in-depth news content that explores the various perspectives of newsworthy people, events, and issues. They will also continue to publish their stories on the class digital newspaper.</p> <p>Shifting the focus to features will give students an even more focused lens through which to see the world. They will explore and apply this new approach to their personal story-telling efforts and the articles they write for publication.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<b>Standard(s):</b>	<b>Reading</b>

	<p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Writing</b>  <b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do journalists use different storytelling techniques, writing styles, and descriptive language to write informative and engaging feature content?</li> <li>• Can feature stories affect positive change in the audience and go beyond simply reporting the facts?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Feature stories engage and inform the audience with a diverse range of storytelling techniques, organization and structural approaches, and captivating language.</li> <li>• Feature stories have the potential for not only informing the audience but also shaping their understanding and opinion of the world, as well.</li> </ul>	
<b>Learning Goals:</b>	<b>Content:</b> <b>Students will know...</b>	<b>Skills:</b> <b>Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Characteristics of feature stories</li> <li>• Types of feature stories</li> <li>• Author's choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various types of feature stories</li> <li>• Analyze author's choices for structuring a story</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● Organizational and structural strategies for writing feature stories</li> <li>● Characteristics and structure of narrative writing</li> <li>● Characteristics of various types of feature stories</li> <li>● Storytelling techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between writing a lead for a hard news story (summary lead) and a feature story (narrative, contrast, question, quote, direct address, staccato, and hybrid) in terms of voice, tone, and more.</li> <li>● Write several engaging and compelling feature stories, demonstrating diverse storytelling techniques and approaches to conveying information to the reader</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Research strategies</li> <li>● Question-writing skills</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct the in-depth research and interviews necessary for writing feature stories</li> </ul>

<b>Unit Number and Title:</b>	Unit 4: Multimedia Stories
<b>Duration:</b>	8-10 weeks
<b>Resource(s):</b>	<p>The following texts are best aligned with this unit:</p> <ul style="list-style-type: none"> <li>● Adobe App Suite (or other suitable content-creation tools and apps)</li> <li>● WordPress</li> <li>● AP Style Guide</li> <li>● <i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> by Mark E. Briggs</li> <li>● <i>Working With Words: A Handbook for Media Writers and Editors</i> by Brian S. Brooks, James L.</li> </ul>

	<i>Pinson, and Jean Gaddy Wilson</i>
<b>Unit Overview:</b>	<p>The goal of multimedia journalism is to engage and inform audiences by presenting news stories in a more immersive and dynamic way. Students will continue to publish their stories weekly or bi-weekly on the class digital newspaper.</p> <p>By presenting the news in other media, like video storytelling, audio storytelling and photojournalism, journalists can enhance their storytelling. In this unit, students will continue to interact with and learn about the internet and social media, digital layout and design, video and sound editing, and other multimedia products.</p> <p>The goal of multimedia journalism is to engage and inform audiences by presenting news stories in a more immersive and dynamic way. Students will continue to publish their stories weekly or bi-weekly on the class digital newspaper.</p>
<b>Standard(s):</b>	<p><b>Reading</b>  <b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><b>Writing</b>  <b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Speaking and Listening</b>  <b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What are the opportunities as well as challenges of integrating text, images, audio, and video in multimedia journalism?</li> <li>• How can interactive information and data visualization convey information to audiences more effectively?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Multimedia journalism meets so many needs of today’s audience, but the challenges of integrating this type of journalism with text can be daunting because it might overshadow the text itself.</li> <li>• When information is interactive, it pulls in the audience members and helps them to more fully understand that information.</li> </ul>	
<b>Learning Goals:</b>	<b>Content: Students will know...</b>	<b>Skills: Students will be able to...</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Story development</li> <li>• The principles and practices of multimedia content and publication</li> <li>• Legal and ethical concerns related to multimedia journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the knowledge and skills from Intro to Journalism to explore story development and publication in different multimedia formats</li> <li>• Recognize and understand legal and ethical concerns related to multimedia journalism</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Media platforms for digital publication</li> <li>• Newsworthy topics</li> </ul>	<ul style="list-style-type: none"> <li>• Publish pieces on a digital platform</li> <li>• Develop newsworthy and engaging content for school-based publications and outlets</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Collaboration strategies and protocols</li> <li>• Equipment for photography, audio, and video productions</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently as well as collaboratively in a project-based environment</li> </ul>

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