

**JOURNALISM
GRADES 9-12**

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Produced by: Sara Graja, Supervisor

Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Instructional Time: 87 minutes 5 days per week for one semester

Course Overview:

Throughout this course of study, students will learn and practice major elements of responsible journalism. Skills will include interviewing, writing articles, developing headlines, and creating editorials, plus explaining the concepts of page design, layout, editing, and cartooning. Everyone will experience the variety of skills needed to create an impressive newspaper, and students will work together to create the Ewing High School student newspaper which is distributed to the entire student body.

Course Instructional Time: 87 minutes 5 days per week for one semester

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP4. Communicate clearly and effectively and with reason.

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

CRP7. Employ valid and reliable research strategies.

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies Integration - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 9-10 - History, Social Studies, Science and Technical Subjects

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

Unit 1: History of Journalism (Pacing - 13 Days)

Why Is This Unit Important?

This unit introduces students to the important role newspapers and journalists played in shaping American history. This unit emphasizes some of the earliest and most influential developments involving newspapers. This unit emphasizes the need to distinguish between fact/opinion and truth/propaganda to create an informed citizenry so necessary to the success of a democratic society. The big ideas embedded in this unit include the following:

- There are specific elements of ethics and journalistic history that are integral to the study of journalism.
- Throughout history, newspapers and journalists were (and are still today) agents of social change.
- Free press is an essential element to a democratic society.

Enduring Understandings:

- Journalism's history creates the foundation for contemporary news writing and reporting.
- Ethical decisions have an impact on journalistic reporting.
- The first amendment and legal cases impact a journalist's final product.

Essential Questions:

- Why is it important to learn the history of journalism?
- How do ethics impact the reporting/writing of a news story?
- How does the first amendment guarantee one's freedom of speech and how do legal cases impact that freedom?
- What is a 'code of conduct' for journalists?

Acquired Knowledge:

- The ethical dilemma between the public's right to know versus the individual's right to privacy
- How legal precedence is established regarding First Amendment issues
- How journalism evolved as a profession
- The relationship between American history and journalism

Acquired Skills:

- Define journalism, ethics, slander, libel and bias.
- Understand the purpose and language of the first amendment.
- Understand the importance of ethics and analyze historical ethical cases.
- Distinguish between facts and opinions by summarizing data; detecting bias, stereotypes and clichés; and recognizing unstated assumptions.
- Research the history of journalism.
- Identify key contributors and historical figures in American Journalism.
- Recognize issues of sensitivity (racism, sexism, social class injustice, etc.).
- Analyze how journalism is inextricably intertwined with the history of the United States.
- Identify the roles and responsibilities of journalists.

Assessments:

Formative:

- Web quest to identify key definitions and key people
- Debate cases involving ethical decisions

Summative:

- Research the First Amendment and create a technology-based project of research.
- Persuasive speech defending a case
- Interview community professionals and others about defamation and censorship issues.

Benchmark:

- Group presentations on the history of journalism

Instructional Materials:

Core

- *Inside Reporting* Tim Harrower:
 - Chapter One: The story of journalism
 - Chapter Seven: Law and ethics
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, computers, internet access
- *News Under Fire* Video

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW for *News Under Fire* Video

NJSLS Standards:

- W.11-12.2. 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.
- W.11-12.6. 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.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Note: also reference the corresponding NJSLS standards for grades 11-12

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.2, CCR.R.3, CCR.R.4, CCR.R.6, CCR.R.7, CCR.R.8, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.4, CCR.SL.5
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.4, CCR.L.6

Unit 2: Print Media (Pacing - 22 Days)

Why Is This Unit Important?

This unit is important because it introduces students to the variety of writing styles associated with newspaper writing. Students will practice researching, interviewing, writing and editing, while following specific style rules and the Associated Press Writing guidelines. The big ideas embedded in this unit include the following:

- There are various approaches to reporting; with each approach, it is essential that a reporter develop an original voice.
- It is essential to utilize objective sources when creating and reporting a variety of story types.
- There are various newspaper writing styles.
- There are varying AP stylebook rules for the different news writing styles.

Enduring Understandings:

- Journalists must be researchers and as such must gather and critique information from different sources for specific purposes.
- Good writers use a repertoire of strategies which enables them to vary form and style in order to write for different purposes, audiences and contexts.
- The different newspaper writing styles require the knowledge of the different rules and structure.
- Avoiding bias and libel is imperative when reporting.

Essential Questions:

- Why is it important to evaluate more than one source when writing an article?
- How does one know where to search for your information?
- Why do writers employ various strategies for different audiences?
- How does knowledge of form and style affect the written product?
- Does the structure of a news story differ from that of a sports, feature and in-depth story?
- What are the different forms of libel? What are the repercussions? How can a journalist avoid them?

Acquired Knowledge:

- The sources from which one gathers information affects the outcome of objectivity.
- There are consequences of too little research and fact finding.
- There are various types of news stories, each with its own purpose and each used at a specific time.
- The knowledge of one's audience affects writing style.
- Technology affects writing methods.
- Organization is extremely important in effective communication.
- Plagiarism is a crime.
- There are many forms of libel.
- There are four different writing styles: news, feature, sports, in-depth.
- There is an appropriate way to set up, conduct and incorporate interviews and/or quotes into an article.

Acquired Skills:

- Identify the five Ws and the H.
- Understand and implement the inverted pyramid.
- Identify and qualify sources in research while remaining aware of source bias and/or party position.
- Create original news stories of the different styles using multiple sources to create objective pieces.
- Explain the differences between the types of stories (news, feature, sports, in-depth).
- Conduct interviews with primary sources for inclusion in new stories..
- Utilize the Associated Press Stylebook for guidelines and rules
- Define and identify examples of libel and bias and explore methods to avoid both.

Assessments:

Formative:

- Debate situation of libel/slander.
- Web quest to identify top awards/journalists for the different writing styles.
- Interview community professionals and school leaders in order to successfully complete an article.

Summative:

- Write a 300-500 word feature/sports/in-depth article.
- Create a PowerPoint on the different news writing styles.
- Collaborative research and group presentations on the different writing styles.

Benchmark:

- Write a 300-500 word news article

Instructional Materials:

Core:

- *Inside Reporting* Tim Harrower:
 - Chapter Two: How newsrooms work
 - Chapter Three: Newswriting basics
 - Chapter Four: Reporting basics
 - Chapter Five: Covering the News
 - Chapter Six: Beyond breaking news
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, internet access
- John Stossel's *Stossel in the Classroom* video clips
- Student computers for: researching; writing; editing; communicating between/with classmates via class blog
- Microsoft Office
- *All the Presidents Men* film and study guide (in-depth/investigative reporting)

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Politics (Investigative Reporting highlights political scandal---Military Brutality, Watergate, Teapot Dome, etc.)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW for John Stossel's *Stossel in the Classroom* video clips and for *All the President's Men* film
- Websites for instructional materials and other resources:
 - www.jprof.com/writing/inverted_pyramidchecklist.com (inverted pyramid checklist)
 - www.americanpressinstitute.org
 - www.apstylebook.com

NJSLS Standards:

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. 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.
- 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism
- SL.11-12.2. 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.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. and following a standard format for citation (MLA or APA Style Manuals).

Note: also reference the corresponding NJSLS standards for grades 11-12

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.2, CCR.R.3, CCR.R.4, CCR.R.5, CCR.R.6, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.3, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.9, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5

Unit 3: Style, Editing and Layout (Pacing - 12 Days)

Why Is This Unit Important?

This unit is important because it elucidates the proper rules, guidelines and organization of newspaper writing and newspaper layout, in addition to emphasizing the process of writing. Students will identify the parts of a story, a newspaper page and the proper way to format articles, headlines, leads and captions. The big ideas embedded in this unit include the following:

- Editing and copy play a very important role in contemporary news reporting.
- There is a very specific structure to a news article; there are also essential parts of a news article and of a full newspaper page.
- There are rules when writing headlines and captions.
- Different leads pertain to different writing styles and evoke different responses from a reader.

Enduring Understandings:

- Mastery of language is a key component of any career in communication.
- The style of a page, headlines and captions provide necessary information to a reader.
- A speaker's choice of words and style set a tone and define a message.

Essential Questions:

- How does grammar affect one's understanding of language?
- Why is it important for one to proofread and edit his/her work?
- How do the style and layout of a page provide information to a reader?
- How does a headline entice a reader?
- How can a caption provide important information?

Acquired Knowledge:

- Revision and editing are key elements in the field of journalism.
- There is an Associated Press stylebook rules of which any journalist must be familiar.
- There are various types of leads, each with a very specific use.
- There are different headlines, again, each with its own use.
- Headline, lead and caption writing require a specific set of rules and skills.

Acquired Skills:

- Recognize and utilize editing and copying symbols.
- Understand and explain the purpose and use of a stylebook.
- Understand and explain the purpose and importance of revision.
- Label the parts of a story.
- Label the parts of a page.
- Identify and define the different types of headlines and explain why/when they are used.
- Explain the rules for effective caption writing.

Assessments:

Formative:

- Edit given pieces using copy symbols and knowledge of effective revision
- Label all parts of story and page
- Identify effective and ineffective headlines and captions
- Web Quest of notorious headlines

Summative:

- Quizzes and/or tests based upon reading
- Create a PowerPoint on the AP Stylebook rules and copy/editing marks.

Benchmark:

- Creating a front page project

Instructional Materials:

Core:

- *Inside Reporting* Tim Harrower:
 - Chapter Three: Newswriting basics
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, computers, internet access
- PC/COW
- Poster materials, newspapers, art supplies for creating front page project

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to project front pages of papers and to evaluate headlines/captions
- Helpful websites:
 - www.apstylebook.com
 - www.hsj.org
 - www.americanpressinstitute.org/toolbox

NJSLS Standards:

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. and following a standard format for citation (MLA or APA Style Manuals).
- L.11-12.6. 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 considering a word or phrase important to comprehension or expression.

Note: also reference the corresponding NJSLS standards for grades 11-12

- College and Career Readiness Anchor Standards: Reading CCR.R.2, CCR.R.3, CCR.R.4, CCR.R.5, CCR.R.6, CCR.R.8, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.3, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.9, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5, CCR.SL.6
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5, CCR.L.6

Unit 4: Opinion Writing [Columns, Editorials, Reviews] (Pacing - 8 Days)

Why Is This Unit Important?

This unit is important because it shows students the appropriate place, techniques and forums for writing opinion pieces for journalism. It is important for students to know that there is an acceptable and formal way of expressing one's opinions and ideas. The big ideas embedded in this unit include the following:

- There are opinion writing rules that are expected to be followed in the field of journalism.
- There are distinct differences between columnists, editorialists and reviewers.
- There are specific places and procedures to follow when publishing an opinion piece.

Enduring Understandings:

- Powerful publications maintain a stable of columnists, each with a distinctive voice to appeal to readers' interests.
- Publications need editorials, reviews and columns to provide the personality and passion that news reporting does not permit.
- Opinion Writing still requires reporting, interviewing, research and investigating.

Essential Questions:

- Are commentators true journalists?
- Are opinion writers true journalists?
- Why is it important for a newspaper to include an opinion section? What does this offer readers that straight news cannot?

Acquired Knowledge:

- There are differences between commentators and journalists.
- There are different types of columns.
- There are guidelines for writing reviews.
- There are Components of Editorial writing.

Acquired Skills:

- Define commentator, reviewer, editorial and columnist.
- Identify, define and provide examples of the three types of Columns: topical, personal and slice of life.
- Identify the array of items to be reviewed (from films to electronics) and describe how a journalist would prepare for the different areas.
- Defend the purpose of an editorial.
- Describe the rationale for having an editorial policy at a newspaper.
- Explain the differences between editorial, review and column.

Assessments: Suggested assessments, but not limited to those listed

Formative:

- Debate whether commentators/opinion writers are true journalists or not.
- Web quest to identify top writers/anchors for opinion writing

Summative:

- Formal assessments of reading passages (i.e., textbook)
- Create a PowerPoint on the different opinion writing styles.
- Collaborative research and group presentations on influential opinion writers (print and television)

Benchmark:

- Write a 300-500 word opinion article

Instructional Materials:

Core:

- *Inside Reporting* Tim Harrower:
 - Chapter Four: Reporting basics
 - Chapter 6: Beyond breaking news
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, internet access
- John Stossel's *Stossel in the Classroom* video clips (to evaluate for commentary/opinion)
- Student computers for: researching; writing; editing; communicating between/with classmates via class blog
- Microsoft Office

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Politics (Investigative Reporting highlights political scandal---Military Brutality, Watergate, Teapot Dome, etc.)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Edmodo, internet access
- John Stossel's *Stossel in the Classroom* video clips (to evaluate for commentary)
- Student computers for: researching; writing; editing; communicating between/with classmates via class blog
- Microsoft Office
- Helpful website:
 - www.languagearts.pppst.com/journalism.html (power point on how to write editorials)
 - <http://www.nytimes.com/learning/general/specials/weblines/481.html> (writing editorial pieces)
 - http://www.nytimes.com/2011/08/20/technology/finding-fake-reviews-online.html?_r=1 (NYT article on fake reviews)
 - <http://www.robertgreenman.com> (tips on how to write all styles, specifically—How to write a movie/music review like a NY Times Reviewer)

List of Applicable New Jersey Student Learning Standards for English Language Arts

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. 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.
- 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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- NJSLSA.L3. 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.

Note: also reference the corresponding NJSL standards for grades 11-12

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.2, CCR.R.4, CCR.R.5, CCR.R.6, CCR.R.9, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.3, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.9, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5, CCR.SL.5
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5, CCR.L.6

Unit 5: Broadcast Journalism (Pacing - 23 Days)

Why Is This Unit Important?

Broadcast journalism requires a different set of skills and writing rules than print journalism. This unit is important because it provides students a real world experience by creating, writing, filming, editing and packaging a broadcast news segment. This unit provides each student the necessary career readiness skills for a future in broadcast journalism, including but not limited to: critical thinking, working collaboratively, problem solving, taking initiative and overcoming obstacles (technical, logistics and personality differences) while working within a tight deadline. The big ideas embedded in this unit include the following:

- There are specific rules of broadcast writing and those rules differ from radio to television.
- Reporting, interviewing and packaging a broadcast segment are three separate skill sets, each with its own set of standards and all equally important.
- There are common forms and formats used for broadcast news stories.
- Transferring successful reporting from paper to live media is a challenging task that requires focus and strategy.

Enduring Understandings:

- Broadcast journalism is a recursive process that requires constant reflection on timeliness, impact and effectiveness.
- Understanding one's target audience is key in presenting a journalistic piece or broadcast segment to the public.
- Technology has changed the style of writing used in communication.

Essential Questions:

- Why is it important for journalists to tackle tough subjects and events?
- What decisions must a journalist make in determining newsworthiness for a specific news station?
- How should broadcast stories be organized?
- Why is basic language effective in broadcast journalism, more so than in written journalism?
- Why is understanding one's audience so important to an effective delivery?
- How must live broadcasting affect one's writing style?
- How do time management and communication skills become the focus of a cooperative working environment?

Acquired Knowledge:

- There are distinct differences between broadcast writing and newspaper writing.
- Time and attention span impact one's writing style.
- There are content-specific terms associated with broadcast journalism that one must understand and be able to apply in order to communicate effectively.
- Technology lends itself to more succinct and quick communication.

Acquired Skills:

- Define: copy, briefs, actuality, lead-in, slug, voice over, B-Roll, package, anchor intro, bridge, toss, run-down, on cam, prompter, over the shoulder graphic, tag, talent, in-cue, out-cue, split page script, anchor.
- Analyze various broadcast styles for effectiveness.
- Identify the different skills required for broadcast writing.
- Write a broadcast piece that follows standards.
- Define *reflection* and understand *real world* deadlines, understanding that reflection is an essential step in creating polished pieces and that timeliness and planning are key elements.
- Organize and create schedules that allow for writing, editing and reflection.
- Work cooperatively to package a complete broadcast skit of 5-8 minutes.

Assessments:

Formative:

- Debate the thought process behind selecting topics for specific news markets.
- Web quest to identify key definitions and key people in broadcast journalism
- Students complete reflection sheets about the performance and effectiveness of their own and their groups' work
- Class exercises on script writing

Summative:

- Reading quizzes or tests
- Create a PowerPoint on the rules of Broadcast Journalism and the differences between print and broadcast writing.

Benchmark:

- Cooperative Broadcast Skit (Benchmark)

Instructional Materials:

Core:

- *Inside Reporting* Tim Harrower
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, computers, internet access
- Video clips of different broadcast news segments
- Windows Movie Maker
- Flip Camera/DVD recorder
- Audio recording device
- PC/COW to present finished video skits

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to present actual broadcast segments and class projects
- Websites for Instructional Materials
- Windows Movie Maker
- Flip Camera/DVD recorder
- Audio recording device

NJSLS Standards:

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. 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.
- 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.)
- SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- NJSLSA.L3. 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.

Note: also reference the corresponding NJSLS standards for grades 11-12

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.3, CCR.R.5, CCR.R.6, CCR.R.7, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.2, CCR.W.3, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.9, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5, CCR.SL.6
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.5, CCR.L.6

Unit 6: Online Journalism (Pacing - 7 Days)

Why Is This Unit Important?

Online journalism requires a different set of technological skills and writing rules than print or broadcasting journalism. This unit is important because it provides students a real world experience by packaging an online news segment that will be uploaded to the school's online newspaper. Actual technical skills essential for online media are utilized: photos, audio and video components, graphics, hyperlinks and polls. This unit provides students with the necessary career readiness skills such as: critical thinking, working collaboratively, problem solving, taking initiative, overcoming obstacles (technical, logistics and personality differences) while working on a tight deadline with a specific targeted audience. This unit is important because all students will end with their work published online. The big ideas embedded in this unit include the following:

- There are elements of online journalism, including but not limited to headlines, captions, copy and article summaries, each differing from print and broadcast journalism.
- Reporting, interviewing and incorporating multimedia into online articles require a specific skill set which differs from other kinds of researching, writing and reporting.
- Transferring knowledge of successful reporting from paper to online media requires that one follow specific steps and apply specific strategies.

Enduring Understandings:

- Online versions of a newspaper adhere to a different set of standards than both print and broadcast journalism.
- Knowing and understanding one's target audience is key when presenting one's online news to the public.
- Online journalism is a recursive process that requires constant reflection on timeliness, impact and effectiveness.

Essential Questions:

- Why is basic language effective in online journalism?
- What are the differences between print and web stories?
- Will digital media replace tree-newspapers?
- Why is it essential to update (revise) news reports quickly and often online?
- Why is it important to incorporate multimedia in online packages?

Acquired Knowledge:

- There are distinct differences between online writing and newspaper or broadcast writing.
- An audience's attention span (scanning internet articles) must be considered when a journalist is determining his/her writing style.
- There are common key terms and broadcasting jargon associated with online broadcasting.
- How technology lends itself to more succinct and quick communication
- How the news is presented through graphics, audio, video, photos and text

Acquired Skills:

- Define: navigation button, search engine, lead story, interactive extras, links, page depth.
- Define blog terminology such as blogosphere, post, host, thread, troll, spam, permalink, beat blog, RSS, microblogging and vlog.
- Analyze different online newspapers for techniques, target audiences, style of layout and multimedia options.
- Identify the different skills required for online package planning.
- Write an online multimedia package piece that follows standards.
- Define *reflection* and understand *real world* deadlines, understanding that reflection is an essential step in creating polished pieces and that timeliness and planning are key elements.
- Organize and create schedules that allow for writing, interviewing, imbedding multimedia, editing and reflection.
- Work cooperatively to package a complete broadcast skit of 4-6 minutes.

Assessments:

Formative:

- Debate the thought process behind selecting topics for specific news markets
- Web quest to identify key definitions and key people in online journalism
- Students complete reflection sheets about the performance and effectiveness of their own and their groups' work
- Class exercises on script writing

Summative:

- Reading-based quizzes or tests
- Create a PowerPoint on the rules of Online Journalism and the differences between print and broadcast writing

Benchmark:

- Online Packages Project (Benchmark)

Instructional Materials:

Core:

- *Inside Reporting* Tim Harrower
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall

Supplemental:

- Edmodo, computers, internet access
- Video clips/Still Images/Audio Clips for Online Packages
- Windows Movie Maker
- Flip Camera/DVD recorder
- Audio recording device
- PC/COW to access online editions of newspapers
- Computer Labs to compile multimedia
- HSJ.org to upload articles

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to present actual broadcast segments and class projects
- Websites for Instructional Materials
- Windows Movie Maker
- Flip Camera/DVD recorder
- Audio recording device
- PC/COW to present finished video skits

NJSLS Standards:

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. 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.
- SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.5, CCR.L.6

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP2: Apply appropriate academic and technical skills.

9.3.12.AR-PRT.2: Demonstrate the production of various print, multimedia or digital media products.

As a benchmark assessment in unit three, students will create and distribute the front page layout of a newspaper.

Technology Integration

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

In unit one, students will work collaboratively to create a technology-based research project using multiple sources.

Additionally, in unit five students will work collaboratively to develop a news broadcast.

Interdisciplinary Connection

Social Studies:

6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

In unit one, students will research the Constitution, including, but not limited to the First Amendment, and analyze cases involving ethical decisions. Students will debate key issues and create a technology-based research project.