



Park Hill School District

Building Successful Futures • Each Student • Every Day

21st Century Journalism Curriculum

Course Description: This course is designed to provide an experience of all aspects of journalism in the 21st century. Students will learn fundamentals of interviewing and journalistic writing, in addition to a variety of forms of journalism, including photography, layout design, video production, social media, podcasting, web publishing, and more. Students will have the chance to choose one topic from the semester to dive deeper into for their final project. This course counts as 1 practical art credit and is one of several options for a prerequisite for *Yearbook* and *News Media* courses.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 weeks	Unit 1: “In the Newsroom” (Planning)	Topic 1: Newsworthiness Topic 2: Planning Coverage Topic 3: Formatting & Style
6-7 weeks	Unit 2: “At the Desk” (Writing)	Topic 1: Interviewing Topic 2: Research & Credible Sources Topic 3: Law & Ethics Topic 4: Journalistic Writing
4-5 weeks	Unit 3: “Behind the Camera” (Multimedia)	Topic 1: Photography Topic 2: Graphic Design Topic 3: Video Production/Broadcasting
4-5 weeks	Unit 4: “On the Job” (Career)	Topic 1: Web Publishing Topic 2: Social Media Topic 3: Marketing/Advertising Topic 4: Podcasting Topic 5: Algorithms/SEO/Coding
2-3 weeks	Unit 5: “Beyond the Course” (Project)	Topic 1: “For You” Project

Curriculum Revisions

Fall 2024:

- Course title changed from “Journalism/Mass Media” to “21st Century Journalism” to more accurately reflect the many different forms of journalism prevalent in today’s society and the many different methods that are used for distribution and consumption of that content/influence.
- Course description was revised to reflect changes associated with the shift in the course’s focus on “21st Century Journalism”
- Emphasis on journalistic ethics, morals, bias, misinformation, etc added to Unit 2.
- Emphasis on visual media like photography, graphic design, video broadcasting/streaming, etc added to Unit 3.
- Emphasis on Careers in Journalism added to Unit 4.
- Unit 5 has been adjusted to center around a project that allows students to choose a project based on their individual interests they have developed throughout their experience of the previous 4 units.
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.
- Removed ISTE and TT standards so that all standards of the course come from DESE priority standards

Unit 1: In the Newsroom

Subject: 21st Century Journalism

Grade: 9-12

Name of Unit: In the Newsroom

Length of Unit: 1-2 weeks

Overview of Unit: Students will be introduced to the concept of newsworthiness and evaluate media with a critical lens. Students will learn the basic formatting, style and structure of journalism writing, with focus on purpose and audience, and apply to initial basic writing tasks.

Priority Standards for unit:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- (Media Arts) [MA.Cr.1.A.a.II](#) Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Supporting Standards for unit:

- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.
- (ELA) [9-10.SL.1.C](#) Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
- (ELA) [9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.
- (Media Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

Essential Questions:

1. How do journalists determine what is news?
2. How is journalistic writing different from (and the same as) communication arts writing?
3. Why is journalistic writing different from communication arts writing?

Enduring Understanding/Big Ideas:

1. Journalists determine what news is using the six elements of news, along with other publication-specific factors that influence news judgment.
2. Journalistic writing has a different organization structure, complexity and style than communication arts writing. However, it still uses the same writing process and employs both gathering information and citing sources.
3. Journalistic writing is different because it has a different purpose and audience than communication arts writing.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Journalism News Transition Paragraph Brainstorm Planning Organization	News judgment Newsworthiness Prominence Proximity Consequence Conflict Human interest Timeliness Soft News Hard News AP Style Serial Comma Lead Inverted pyramid Summary Lead Feature Lead Ladder

Topic 1: Newsworthiness/Elements

Engaging Experience 1

Title: Learning the six elements of news

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.

Supporting:

- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Students will take notes over the six elements of news. They will practice identifying using real headlines from the news and read an article to identify the elements present. Finally, they will divide into groups and be assigned a specific publication to create a front page for. They use the six elements to make decisions about which 5-7 headlines out of a list of 15 they would choose and then sketch out a front page on butcher paper, labeling the elements on each story.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Planning Coverage

Engaging Experience 1

Title: All-Inclusive Coverage

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Fine Arts) [MA.Cr.1.A.a.II](#) Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Supporting:

- (Fine Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

Detailed Description/Instructions:

Students will plan coverage of various events, games, clubs, and activities that happen during the school year. Students will demonstrate an "all-inclusive" philosophy when choosing what to cover. Coverage should appeal to a wide range of students and reflect the diverse interests and experiences of the school community. Coverage should also include photos and interviews with multiple people engaging in different aspects of the same event. Coverage should be a balance of information and entertainment that appeals to the entire school community.

Bloom's Levels: Analysis, Application

Webb's DOK: 1, 2, 3

Topic 3: Formatting & Style

Engaging Experience 1

Title: Determining what news looks like

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

Supporting:

- (ELA) [9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.

Detailed Description/Instructions: Students take notes over the differences and similarities between communication arts writing and journalistic writing and discuss the reason for differences (purpose and audience). They then read and analyze an example article, looking at perspective, organization and paragraph structure and discuss. They next take a second short example article with no formatting and mark where they think paragraphs should go with their current knowledge. They spend time counting paragraphs in stories in the Kansas City Star and come to a class agreement on the average number of sentences in a journalistic paragraph. Finally, knowing that, they re-mark a second copy of the non-formatted article to fit what they learned about paragraphs and compare that to the actual published article.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Practicing AP Style

Suggested Length of Time: 4-5 days (only 10-15 minutes per day)

Standards Addressed

Priority:

- (ELA) [9-10.W.3.A.b](#) Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning

Detailed Description/Instructions: Students start each class with a “quiz” of 5-6 sentences that they must determine are incorrect or correct based on one of the 10 Important AP Style Rules. Repetition of different sentences with the rules helps them to learn them and eventually apply to editing a full 5-6 paragraph article on the final “quiz” day.

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Nursery Rhyme News

Students will choose a nursery rhyme (or fairy tale) and create a “news story” based on the details of that nursery rhyme. They will start by identifying the 5Ws and H and then write a 150-word story, incorporating a summary news lead that includes (and begins with) all the most important information, proper formatting of paragraphs and inverted pyramid organization, and application of AP style rules.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Newsworthiness & Fundamental Elements	Learning the six elements of news	Students will take notes over the six elements of news. They will practice identifying using real headlines from the news and read an article to identify the elements present. Finally, they will divide into groups and be assigned a specific publication to create a front page for. They use the six elements to make decisions about which 5-7 headlines out of a list of 15 they would choose and then sketch out a front page on butcher paper, labeling the elements on each story.	2 days
Planning Coverage	All-Inclusive Coverage	Students will plan coverage of various events, games, clubs, and activities that happen during the school year. Students will demonstrate an "all-inclusive" philosophy when choosing what to cover. Coverage should appeal to a wide range of students and reflect the diverse interests and experiences of the school community. Coverage should also include photos and interviews with multiple people engaging in different aspects of the same event. Coverage should be a balance of information and entertainment that appeals to the entire school community.	2 days
Structure/Format	Determining what news looks like	Students take notes over the differences and similarities between communication arts writing and journalistic writing and discuss the reason for differences (purpose and audience). They then read and analyze an example article, looking at perspective,	2 days

		organization and paragraph structure and discuss. They next take a second short example article with no formatting and mark where they think paragraphs should go with their current knowledge. They spend time counting paragraphs in stories in the Kansas City Star and come to a class agreement on the average number of sentences in a journalistic paragraph. Finally, knowing that, they re-mark a second copy of the non-formatted article to fit what they learned about paragraphs and compare that to the actual published article.	
AP Style	Practicing AP Style	Students start each class with a “quiz” of 5-6 sentences that they must determine are incorrect or correct based on one of the 10 Important AP Style Rules. Repetition of different sentences with the rules helps them to learn them and eventually apply to editing a full 5-6 paragraph article on the final “quiz” day.	4-5 Days

Unwrapped Priority Standards for Unit 1:

<u>9-10.RI.3.A</u> Analyze how similar ideas or topics are portrayed in different media formats. (from DESE ELA 9-10 Standards)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how effectively an idea or topic is represented in works of media.	3
	Evaluate
The student will analyze how similar ideas or topics are portrayed in different media formats.	3
	Analyze

<u>9-10.W.3.A.b</u> Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning (from DESE ELA 9-10 Standards)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.	2
	Apply

MA.Cr.1.A.a.II Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will utilize generative methods to formulate multiple ideas.	3
	Create
Students will strategically refine artistic and journalistic goals.	3
	Refine
Students will utilize generative methods, such as brainstorming and collaboration, to increase the originality of approaches in media arts creation.	4
	Develop

Unit 2: At the Desk

Subject: 21st Century Journalism

Grade: 9-12

Name of Unit: At the Desk

Length of Unit: 6-7 Weeks

Overview of Unit: Students will learn all components of interviewing, as well as other avenues of news gathering. They will learn about the rights and responsibilities associated with being a journalist, both at the professional and high school student level. They will then apply their knowledge to writing examples of different “genres” of journalistic writing.

Priority Standards for unit:

- (ELA) [9-10.W.1.A](#) Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- (ELA) [9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- (ELA) [9-10.W.3.A.a](#) Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- (Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity
- (Gov) [GV.3.GS.E](#). Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law

Supporting Standards for unit:

- (ELA) [9-10.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Media Arts) [MA.R.8.A.a.II](#) Analyze the intent, meanings, and influence of a variety of

media artworks, based on personal, societal, historical, and cultural contexts.

- (Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity

Essential Questions:

1. Why is it important for journalists to understand law and ethics?
2. How do journalists conduct their interviews to get the best possible information from their sources?
3. Why is it important for journalists to use credible sources? How do you determine credibility?
4. How do journalists make decisions about what stories to run?
5. How are the different genres of journalistic writing different? How are they the same?

Enduring Understanding/Big Ideas:

1. Journalists use a variety of news gathering techniques including observation, research, polling and crowdsourcing. However, the primary source should be always be people.
2. Journalists evaluate information using the 5Ws and H and the three types of quotes to choose the best information to include in their stories.
3. Journalists need to understand law and ethics so they know their rights and responsibilities in order to make decisions individually and as a whole.
4. Student journalists hold limited press rights in comparison to professionals as a result of landmark court decisions.
5. Journalists apply their knowledge of law and ethics to a decision-making process in order to determine what stories run and how they run.
6. Journalistic writing differs by genre in organization, use of different types of leads, focus on different types of quotes, use of statistics and narrative perspective. However, the genres all use basic journalistic structure, style and source citation.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Interview Research Goals Polling Observation Credibility Accuracy First Amendment Five Freedoms Freedom of the Press Ethics Bias Plagiarism News Sports Opinion Publish Statistics Terminology Review	Primary Source Secondary Source Open-Ended Question Closed-Ended Question Follow-Up Question Direct Quote Indirect Quote Partial Quote News Gathering Crowdsourcing Libel Prior Restraint Prior Review Open Forum Closed Forum Hazelwood Standard Tinker Standard SPJ Code of Ethics Newsworthiness Media Concentration Summary Lead Inverted Pyramid Headline Subhead Feature Story Profile Feature Lead Nut Graf Kicker Editorial Call to Action

Topic 1: Interviewing

Engaging Experience 1

Title: Scenario Interview Activity

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (ELA) [9-10.W.1.A](#) Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Detailed Description/Instructions: Students will take on two roles in this activity: actor in a crime scene scenario and journalist investigating a different crime scene scenario. They must write questions for and conduct interviews with at least three people in the crime they are investigating, writing down their answers to use later for a story. At the same time, they answer questions about their actor role from other students investigating their scenario. Using the information collected from interviews in parts 1 and 2 of the activity, students will write their first practice news story. They will evaluate the information for use in the story, selecting the best information to include in the story, featuring the different types of quotes. They must use all three types of quotes in the story.

Bloom's Levels: Apply, Evaluate, Create

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Learning how to take notes and choose quotes

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- (ELA) [9-10.W.1.A](#) Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information

Detailed Description/Instructions: Students will go through a handout on how to take notes in an interview. They will then practice trying to write down every word someone says using song lyrics (start slow: “Hey Jude,” then go to a fast song: “We didn’t start the fire”). Once they figure out they can’t write every word down, practice listening for the best facts and personality statements to write down. Practice this with CNN Red Chair Interview videos. Finally, students will take notes over the three types of quotes and do one last example video interview practice, selecting one piece of information for each type of quote.

Bloom’s Levels: Understand, Apply

Webb’s DOK: 1, 2

Topic 2: Research & Credible Sources

Engaging Experience 1

Title: How to use research

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- (ELA) [9-10.W.1.A](#) Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Supporting:

- (Fine Arts) [MA.R.8.A.a.II](#) Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- (Fine Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity

Detailed Description/Instructions: Students will take notes over how to conduct research journalistically, different techniques for news gathering (crowdsourcing, polling, databases, professional sources, etc.) and how to determine credibility of sources. They will then choose a topic/story idea (all real stories so they can find actual information) and use at least 6 of the 12 techniques to find actual data/information for a hypothetical story.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 1, 2, 3

Topic 3: Law & Ethics

Engaging Experience 1

Title: Student Press Rights

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity
- (Gov) [GV.3.GS.E](#). Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law

Supporting:

- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.
- (ELA) [9-10.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will take notes over Tinker and Hazelwood cases and watch videos from UMKC Student Free Speech Symposium of John Tinker and Cathy Kuhlmeier. They will then use the SPLC Flow Chart to determine whether they fall under the Tinker or Hazelwood Standards of practice. On day 2, they will do mini court case presentations (modeled yesterday by the teacher) in pairs or trios on cases that all have to do with student first amendment rights either being upheld or limited by the courts. They will research a case for 45 minutes and then do 2-3 minute presentations, focusing on the basic details and whether the case upheld or limited student rights.

Bloom's Levels: Understand, Apply, Analyze, Create

Webb's DOK: 1, 2, 3, 4

Engaging Experience 2

Title: Understanding and applying ethics

Suggested Length of Time: 4 days

Standards Addressed

Priority:

- (Media Arts) [MA.C.11.A.b.II](#) Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity

Supporting:

- (ELA) [9-10.RI.3.D](#) Read and comprehend informational text independently and proficiently.
- (ELA) [9-10.RI.1.A](#) Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students compare and contrast law and ethics using a double bubble chart and use Pirate Code of Conduct and American values to understand how rules of behavior arise from values of a community. They then practice identifying parts of the SPJ Code of Ethics that are violated by a list of real-life student actions. Students watch and discuss “Shattered Glass” and “Outfoxed,” both about ethics violations by journalists. Finally, students create a decision-making flowchart using newsworthiness, law, ethics and type of publication to use to determine whether they will run a story. They will complete “you make the call” in pairs and then go through “Woulda Coulda Shoulda” hypothetical scenarios in a large group.

Bloom’s Levels: Understand, Apply, Evaluate, Create

Webb’s DOK: 1, 2, 3, 4

Topic 4: Journalistic Writing

Engaging Experience 1

Title: Learning and practicing feature leads and structure

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- (ELA) [9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- (ELA) [9-10.W.3.A.a](#) Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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

Detailed Description/Instructions: Students take notes over the structure of a feature and read and discuss examples of feature leads, nut grafs and kickers. They then go to yearbooks in the room and find examples of good feature leads and bad feature leads and share with the class. They then use a block of info for a hypothetical yearbook profile and write a feature lead, nut graf and kicker.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Understanding and practicing editorial writing

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- (ELA) [9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- (ELA) [9-10.W.3.A.a](#) Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students start with an agree/disagree activity to “warm up” their opinions, focusing on being able to support their opinions with reasons/facts/arguments and having a strong stand (opinion sentence). They practice writing stands by creating Thumbnail Editorials individually. Students take notes over the components of an editorial and read an example to identify the components. Finally, students get in groups of 3-4 and share their Thumbnail Editorial stands to find one they agree on. They then complete a “bare bones” editorial using a graphic organizer to practice defending their stand and writing a call to action.

Bloom’s Levels: Understand, Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Using their knowledge of ethics/law, students will gather information through research and interviews in order to write a feature article. The article will include a headline that captures attention, an engaging lead that summarizes the main points, a body that delves into the details, and a conclusion that ties back to the lead.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interviewing	Scenario Activity	Students will take on two roles in this activity: actor in a crime scene scenario and journalist investigating a different crime scene scenario. They must write questions for and conduct interviews with at least three people in the crime they are investigating, writing down their answers to use later for a story. At the same time, they answer questions about their actor role from other students investigating their scenario. Using the information collected from interviews in parts 1 and 2 of the activity (see above), students will write their first practice news story. They will evaluate the information for use in the story, selecting the best information to include in the story, featuring the different types of quotes. They must use all three types of quotes in the story.	2 days
Interviewing	How to take notes & choose quotes	Students will go through handout on how to take notes in an interview. They will then practice trying to write down every word someone says using song lyrics (start slow: “Hey Jude,” then go to a fast song: “We didn’t start the fire”). Once they figure out they can’t write every word down, practice listening for the best facts and personality statements to write down. Practice this with CNN Red Chair Interview videos. Finally, students will take notes over the three types of quotes and do one last example video interview practice, selecting one piece of information for each type of quote.	1 day

Research & Credible Sources	How to use research	Students will take notes over how to conduct research journalistically, different techniques for news gathering (crowdsourcing, polling, databases, professional sources, etc.) and how to determine credibility of sources. They will then choose a topic/story idea (all real stories so they can find actual information) and use at least 6 of the 12 techniques to find actual data/information for a hypothetical story.	1 day
Student Press Rights	Understanding First Amendment rights as students	Students will take notes over Tinker and Hazelwood cases and watch videos from UMKC Student Free Speech Symposium of John Tinker and Cathy Kuhlmeier. They will then use the SPLC Flow Chart to determine whether they fall under the Tinker or Hazelwood Standards of practice. On day 2, they will do mini court case presentations (modeled yesterday by the teacher) in pairs or trios on cases that all have to do with student first amendment rights either being upheld or limited by the courts. They will research a case for 45 minutes and then do 2-3 minute presentations, focusing on the basic details and whether the case upheld or limited student rights.	2 days
Ethics & Editorial Decision Making	Understanding and applying ethics	Students compare and contrast law and ethics using a double bubble chart and use Pirate Code of Conduct and American values to understand how rules of behavior arise from values of a community. They then practice identifying parts of the SPJ Code of Ethics that are violated by a list of real-life student actions. Students watch and discuss “Shattered Glass” and “Outfoxed,” both about ethics violations by journalists. Finally, students create a decision-making flowchart using newsworthiness, law, ethics and type of publication to use to determine whether they	4 days

		will run a story. They will complete “you make the call” in pairs and then go through “Woulda Coulda Shoulda” hypothetical scenarios in a large group.	
Journalistic Writing	Learning and practicing feature leads and structure	Students take notes over the structure of a feature and read and discuss examples of feature leads, nut grafts and kickers. They then go to yearbooks in the room and find examples of good feature leads and bad feature leads and share with the class. They then use a block of info for a hypothetical yearbook profile and write a feature lead, nut graf and kicker.	2 days
Journalistic Writing	Understanding and practicing editorial writing	Students start with an agree/disagree activity to “warm up” their opinions, focusing on being able to support their opinions with reasons/facts/arguments and having a strong stand (opinion sentence). They practice writing stands by creating Thumbnail Editorials individually. Students take notes over the components of an editorial and read an example to identify the components. Finally, students get in groups of 3-4 and share their Thumbnail Editorial stands to find one they agree on. They then complete a “bare bones” editorial using a graphic organizer to practice defending their stand and writing a call to action.	3 days

Unwrapped Priority Standards for Unit 2:

<u>9-10.W.1.A</u> Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. (from DESE ELA 9-10 Standards)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will conduct research to answer a question (including a self-generated question) or solve a problem.	2
	Apply
The student will narrow or broaden research inquiry when appropriate.	2
	Apply
The student will gather multiple relevant, credible print and digital sources.	2
	Apply
The student will integrate information using a standard citation system.	2
	Apply

[9-10.W.2.A](#) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. ([from DESE ELA 9-10 Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	4
	Create
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	4
	Create
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Evaluate

9-10.W.3.A.a Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content. ([from DESE ELA 9-10 Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyze
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization and content.	3
	Analyze

MA.C.11.A.b.II Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will recognize and investigate a variety of legal, technology, systemic and vocational contexts of media.	1
	Recognize
Students will explain how ethics, media literacy, and audience engagement must be considered when creating media content.	2
	Apply

Students will apply knowledge of ethics, media literacy, and audience engagement when creating media content.	2
	Apply

<u>GV.3.GS.E</u> Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law (from DESE SS HS-Gov Standards)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain how the first amendment applies to professional journalists.	2
	Apply
Students will be able to explain how the first amendment and subsequent court case decisions apply to student journalists in the high school setting.	2
	Apply
Students will be able to recognize protections in and/or infringements upon first amendment rights for both professional and student journalists.	1
	Recognize
Students will apply knowledge of first amendment rights to decisions about media publishing.	2
	Apply

Unit 3: Behind the Camera

Subject: Journalism/Mass Media

Grade: 9-12

Name of Unit: Behind the Camera: Multimedia Production

Length of Unit: 4-5 weeks

Overview of Unit: Students will learn the basic artistic and technical skills of photography, graphic design, and video production. They will be introduced to the principles of composition and visual storytelling in photojournalism and broadcasting. Students will also gain experience in graphic design, using design principles to create visually engaging publications and infographics.

Priority Standards for unit:

- (Media Arts) [MA.Pr6.A.a.II](#) Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.
- (Marketing) [II.11](#) Understand design principles to be able to communicate needs to designers.
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.
- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software.

Supporting Standards for unit:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Media Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.
- (Computer Science) [9-10.DA.CVT.01](#) Create data visualizations to help others better understand real-world phenomena
- (Visual Arts) [AP.2.A.HS.c](#) Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives
- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance

Essential Questions:

1. How do journalists tell stories and communicate messages using media other than writing?
2. Why is it important to be a multimedia journalist and not focus only on print?
3. How do journalists use different media together to tell a story?
4. How does graphic design play a role in journalism?

Enduring Understanding/Big Ideas:

1. Journalists use video, photo, audio and graphics to tell a broad array of stories that may appeal to different audiences and may have a different purpose than writing.
2. Journalism is ever changing and in order to be marketable in college and career, journalists now must have skills in all media. This also allows the journalist to tell the story in the best possible way.
3. Journalists use a variety of media together to tell a more well-rounded, whole story than might be possible with just writing.
4. In a visual society, design plays an important role in appealing to readers/consumers of media, so journalists must incorporate these skills into their publications.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Multimedia Video Website Blog Photography Design Composition Balance Repetition Alignment Emphasis Lighting Motion Video Audio Graphics	Infographic Package InDesign CMYK Dominant Photo Byline Photoshop Lightroom Exposure Aperture Shutter Speed ISO White Balance Rule of Thirds Leading Lines Angle Framing Selective Focus Strong Subject Caption/Cutline Storyboard Wordpress Tags Audio Levels B Roll Wide/Medium/Tight Shots Voiceover Premier

Topic 1: Photography

Engaging Experience 1

Title: Composition Rules

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (Visual Arts) [AP.2.A.HS.c](#) Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives

Detailed Description/Instructions: Students will take notes over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be given 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 2: Graphic Design

Engaging Experience 1

Title: Understanding the elements of design

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software
- (Marketing) [I.I.1.1](#) Understand design principles to be able to communicate needs to designers.

Supporting:

- (Visual Arts) [EP.2.A.HS.a](#) Use elements to create compositional balance

Detailed Description/Instructions: Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Experience 2

Title: Understanding and practicing creating infographics

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software
- (Marketing) [II.11](#) Understand design principles to be able to communicate needs to designers.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Computer Science) [9-10.DA.CVT.01](#) Create data visualizations to help others better understand real-world phenomena

Detailed Description/Instructions: Students take notes over the purpose of and components of infographics in publications. They view a large number of examples, focusing on a variety of types and approaches to telling the story in comparison to only using text. As a large group, brainstorm ideas for infographics to accompany example stories and/or to take their place. Students then choose a story from the student newspaper or KC Star and create an infographic to add to the story being told in text, using Piktochart.com, Canva or InDesign.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Topic 3: Video Production/Broadcast

Engaging Experience 1

Title: Video basics and spot reporting

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- (Fine Arts) [MA.Pr6.A.a.II](#) Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (Media Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

Detailed Description/Instructions: Students take notes over the 10-finger rule, rule of thirds, and other basics of videography. They view examples of different types of video storytelling, featuring wide/medium/tight shots, voiceover, B roll and several narrative perspectives and discuss the techniques and how they address different audiences and purposes. They then apply these skills in a spot reporting exercise where students go to a public place (store, restaurant, mall, etc.) and find a feature story to tell. They interview at least two people and take B roll footage to add visual variety to the video. Using Premier, they edit this to create a video story of at least 60 seconds.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a brochure for a local business in the community. The brochure will showcase the business's products or services in a visually appealing and informative way, using design principles and techniques to engage the target audience. Students will include strong photo quality, a balanced layout, creative use of colors and fonts, and clearly written copy. A QR code linking to a video ad will also be included.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Photography	Composition Rules	Students will take notes over the seven composition rules. Students will view selected photos to practice identifying the rules of composition. Students will be given 10 minutes to partner up and practice shooting photos that showcase the rules in the classroom. After some practice, students will be instructed to independently shoot all seven composition rules around the school. They are required to have two photos of each rule: one with a person and one with an object as their focus. Students will return to class to create a Google Slide presentation with their photos. They are not to label the photos at this time so the class can work on identifying the rules. Each student will present to the class while the audience makes basic critiques.	2 days
Graphic Design	Understanding the elements of design	Students will view a presentation featuring examples from professional/student publications of each of the basic principles of design. They then view unlabeled examples as a large group to identify which principles are present. Using candy, pretzel sticks and other food items, they create examples on top of the design principles grid handout that exhibit each of the principles of design. Students then use the Paste website/app to add design inspiration ideas that fit each principle on the 6 design boards. After going over the basics of	2 days

		InDesign, they choose one inspiration piece to recreate in InDesign to develop their skills with the program.	
Graphic Design	Understanding and creating infographics	Students take notes over the purpose of and components of infographics in publications. They view a large number of examples, focusing on variety of types and approaches to telling the story in comparison to only using text. As a large group, brainstorm ideas for infographics to accompany example stories and/or to take their place. Students then choose a story from the student newspaper or KC Star and create an infographic to add to the story being told in text, using Piktochart.com or InDesign.	2-3 days
Video Production	Video basics and spot reporting	Students take notes over the 10-finger rule, rule of thirds, and other basics of videography. They view examples of different types of video storytelling, featuring wide/medium/tight shots, voiceover, B roll and several narrative perspectives and discuss the techniques and how they address different audiences and purposes. They then apply these skills in a spot reporting exercise where students go to a public place (store, restaurant, mall, etc.) and find a feature story to tell. They interview at least two people and take B roll footage to add visual variety to the video. Using Premier, they edit this to create a video story of at least 60 seconds.	1 week

Unwrapped Priority Standards for Unit 3:

<u>MA.Pr.6.A.a.II</u> Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels. (from DESE Fine Arts GLEs)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will curate the presentation of collections of media artworks.	4
	Design
Students will design the distribution of collections of media artworks.	4
	Design
Students will present and distribute media artworks to mass audiences.	2
	Apply
Students will present and distribute media artworks using physical channels such as print.	2
	Apply
Students will present and distribute media artworks using virtual channels such as web publishing.	2
	Apply

Marketing I I.11 Understand design principles to be able to communicate needs to designers.
(from DESE Marketing I Standards)

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will recognize needs based on an understanding of principles of design	1
	Recognize
Students will be able to apply design principles to address evident needs	2
	Apply
Students will be able to articulate solutions to identified needs according to design principles	2
	Explain

EP.2.A.HS.a Use elements to create compositional balance (from DESE Visual Arts GLEs)

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to explain rules of composition in regards to photojournalism.	2
	Apply
Students will apply rules of composition to photographs and design.	2
	Apply

PP.1.C.HS.a Create or modify an image using art software ([from DESE Visual Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will be able to create an image using art software.	4
	Create
Students will be able to modify an image using art software.	2
	Modify

Unit 4: On the Job

Subject: 21st Century Journalism

Grade: 9-12

Name of Unit: On the Job

Length of Unit: 4-5 weeks

Overview of Unit: Students will learn about current, real-world career-based journalism platforms, including web publishing and optimization, podcasting, social media and marketing, and will produce an example of or plan for each medium.

Priority Standards for unit:

- (Computer Science) [9-10.AP.PD.04](#) Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible
- (Media Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.
- (Media Arts) [MA.Pr6.AII.a](#) Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.
- (Marketing) [I.I.8](#) Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.
- (Marketing) [I.A.1.d](#) Understands the concepts, strategies, and systems used to obtain and convey ideas and information. Employ communication styles appropriate to target audience.

Supporting Standards for unit:

- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.
- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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.
- (Computer Science) [9-10.DA.CVT.01](#) Create data visualizations to help others better understand real-world phenomena.
- (Marketing) [I.B](#) Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
- (Visual Arts) [PP1CHSa](#) Create or modify an image using art software.

Essential Questions:

1. How do journalism skills apply to 21st century careers?
2. How are web publishing and social media distinct from print media? How are they similar?
3. How do journalists design multimedia content to appeal to their target audience?

Enduring Understanding/Big Ideas:

1. Journalism skills apply to a wide range of 21st century careers, including marketing/advertising, computer science, and content creation.
2. Web publishing and social media introduce new opportunities for connection and information exchange.
3. The fundamentals of journalistic writing, photography, and media production apply to web publishing and social media as well as print journalism.
4. Journalists and other professionals use their understanding of target audiences, user experience and motivation, and the web publishing industry to craft stories that inform, entertain, and/or persuade.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Web Publishing Podcasting Social Media Coding Algorithm Marketing Advertising Promotion Audience Blog	SEO (Search Engine Optimization) User Experience Wordpress Influencer Tags HTML Module Featured Image Embed Lifestyle Journalism Convergence

Topic 1: Web Publishing

Engaging Experience 1

Title: Create a Blog

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- (Media Arts) [MA.Pr6.AII.a](#) Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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.

Detailed Description/Instructions: Students will create their own blog based on a personal interest, hobby, or life experience. To begin, students will analyze and respond to a selection of successful blogs in a variety of content niches, such as food blogs, travel blogs, and sports blogs. They will then use what they observed, combined with their writing and photography skills from previous units, to design and publish a blog with a minimum of 3 well-constructed posts. Students may use a website builder with pre-existing templates, such as Google Sites, Weebly, Wordpress or Wix, and will be given the opportunity to make improvements to their blog later in the unit when they learn about coding and SEO (search engine optimization).

Bloom's Levels: 1, 2, 3, 4

Webb's DOK: Understand, Apply, Analyze, Create

Topic 2: Social Media

Engaging Experience 1

Title: Planning a Social Media Campaign

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- (Marketing) [II.8](#) Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software

Detailed Description/Instructions:

In this assignment, students will design and produce a social media campaign composed of graphic posts with a unifying graphic theme, style, and overarching message. Each post will be composed of a graphic, a caption, a campaign hashtag, and post-specific hashtags. The topic of the campaign will reflect social media marketing trends, design or user experience.

Bloom's Levels: Knowledge, Application, Analysis

Webb's DOK: 1, 2, 3, 4

Topic 3: Marketing/Advertising

Engaging Experience 1

Title: Create a Marketing Campaign

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- (Marketing) [I.A.1.d](#) Understands the concepts, strategies, and systems used to obtain and convey ideas and information. Employ communication styles appropriate to target audience.

Supporting:

- (Visual Arts) [PP.1.C.HS.a](#) Create or modify an image using art software
- (Marketing) [I.B.1](#) Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

Detailed Description/Instructions: Students will create a comprehensive marketing plan for a publication. The plan should outline the market analysis, marketing strategy, and implementation details. The market analysis should include a description of the target market, an evaluation of the competition, and a SWOT analysis. The marketing strategy should cover the publication attributes, pricing, distribution, and promotional activities. Finally, the implementation plan should provide a timeline and budget for executing the marketing strategy.

Bloom's Levels: Knowledge, Application, Analysis

Webb's DOK: 1, 2, 3, 4

Topic 4: Podcasting

Engaging Experience 1

Title: Create a Podcast

Suggested Length of Time: 4 days

Standards Addressed

Priority:

- (Media Arts) [MA.Cr.3.A.a.II](#) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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.
- (ELA) [9-10.RI.3.A](#) Analyze how similar ideas or topics are portrayed in different media formats.

Detailed Description/Instructions:

Students will take notes and listen critically to study, think about, and probe how a podcast is produced. Analysis of the podcast will include the show format, length, music, sound effects, conversation and overall impact. Students will create an original podcast taking into account the demographics, interests, and preferences of potential listeners. Using personal narrative experiences, explorations of cultural phenomena, or informative discussions on current events, students will write a script, develop content and create necessary sounds and music to complete the podcast show.

Bloom's Levels: Understand, Apply, Evaluate, Create

Webb's DOK: 1, 2, 3, 4

Topic 5: Algorithm/SEO/Coding

Engaging Experience 1

Title: Introduction to HTML

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- (Computer Science) [9-10.AP.PD.04](#) Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible

Supporting:

- (Computer Science) [9-10.DA.CVT.01](#) Create data visualizations to help others better understand real-world phenomena.

Detailed Description/Instructions:

Students will create their own web page using basic HTML coding. To begin, they will take notes over basic details of what HTML is and practice how to find a website's HTML code. They will utilize Khan Academy's basic coding intro videos to further explore what HTML code is and how to use it. Then, using the Create and Learn "[HTML for Kids](#)" site, students will code their own basic web page in various steps. They can extend their knowledge and application by also trying this [HTML Activity for Beginners](#) (also from Create and Learn).

Bloom's Levels: Knowledge, Application

Webb's DOK: 1, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Using their personal blog created at the beginning of the unit, students will add pieces of media from each topic, including links to a podcast, a marketing plan and a social media plan. They will also apply their knowledge of coding and SEO to make edits to the HTML code of their website.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Web Publishing	Personal Blog	Students will create their own blog based on a personal interest, hobby, or life experience. They will then use what they observed, combined with their writing and photography skills from previous units, to design and publish a blog with a minimum of 3 well-constructed posts.	1 week
Social Media	Create a Social Media Campaign	Students will design and produce a social media campaign composed of graphic posts with a unifying graphic theme, style, and overarching message. Each post will be composed of a graphic, a caption, a campaign hashtag, and post-specific hashtags. The topic of the campaign will reflect social media marketing trends, design or user experience.	5 days
Marketing	Create a Marketing Campaign	Students will create a comprehensive marketing plan for a publication, outlining the market analysis, marketing strategy, and implementation details. The market analysis should include a description of the target market, an evaluation of the competition, and a SWOT analysis. The marketing strategy should cover the publication attributes, pricing, distribution, and promotional activities. Finally, the implementation plan should provide a timeline and budget for executing the marketing strategy.	3 days
Podcasting	Create a Podcast	Students will take notes and listen critically to study, think about, and probe how a podcast is	4 days

		produced. Students will create an original podcast taking into account the demographics, interests, and preferences of potential listeners. Students will write a script, develop content and create necessary sounds and music to complete the podcast show.	
Coding/SEO/ Algorithm	Intro to HMTL	Students will create their own web page using basic HTML coding. They will take notes over basic details of what HTML is and practice how to find a website's HTML code. They will utilize Khan Academy's basic coding intro videos to further explore what HTML code is and how to use it. Then students will code their own basic web page in various steps.	2 days

Unwrapped Priority Standards for Unit 4:

9-10.AP.PD.04 Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible ([from DESE Computer Science 9-10 Performance Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate existing media for usability and efficiency.	3
	Analyze
The student will apply methods to improve existing media, focusing on user experience and accessibility.	2
	Apply
The student will evaluate effective audience engagement and how to address them through design improvements.	3
	Analyze

MA.Cr.3.A.a.II Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. ([from DESE Fine Arts GLEs](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Student will explain different aspects of media production.	1
	Explain
Student will create content and stylistic elements.	2
	Create

Student will apply the principles of continuity and contrast in their media projects.	2
	Apply

<u>MA.Pr.6.A.a.II</u> Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels. (from DESE Fine Arts GLEs)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will curate the presentation of collections of media artworks.	4
	Design
Students will design the distribution of collections of media artworks.	4
	Design
Students will present and distribute media artworks to mass audiences.	2
	Apply
Students will present and distribute media artworks using physical channels such as print.	2
	Apply
Students will present and distribute media artworks using virtual channels such as web publishing.	2
	Apply

Marketing I 1.8 Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight. ([from DESE Marketing I Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will interpret the use of social media in marketing communications.	2
	Interpret
Students will analyze the use of social media to obtain customer attention.	4
	Analyze
Students will evaluate the use of social media to gain customer insight.	3
	Evaluate

Marketing 1 A.1.d Understands the concepts, strategies, and systems used to obtain and convey ideas and information. Employ communication styles appropriate to target audience. ([from DESE Marketing I Standards](#))

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will apply effective communication strategies used in marketing.	2
	Apply
Students will evaluate the key concepts of marketing communication and identify the systems used to convey information.	3
	Evaluate
Students will analyze a marketing scenario and explain how different communication styles can be used to engage specific target audiences.	4
	Analyze

Unit 5: Beyond the Course

Subject: 21st Century Journalism

Grade: 9-12

Name of Unit: Beyond the Course

Length of Unit: 2-3 weeks

Overview of Unit: Students will produce a final choice project based on their interests, future plans and/or acquired skills.

Priority Standards for unit:

- (Media Arts) [MA.Pr.5.A.III](#) Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks

Supporting Standards for unit:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Media Arts) [MA.Re.9.A.III](#) Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Essential Questions:

1. What part of 21st century journalism is most interesting or potentially beneficial for future plans?
2. How do you tell an in-depth story through multimedia to appeal to an audience in order to inform, entertain or persuade?
3. How does technology shape and affect communication in current news media?
4. How does audience engagement influence the work of a journalist?

Enduring Understanding/Big Ideas:

1. In the 21st century, journalistic careers go far beyond the newsroom and journalists need a diverse skill set to be successful in any of these areas.
2. Journalists can use a variety of media to tell a story for a specific audience and purpose, utilizing technology in combination with journalistic fundamentals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Multimedia Project Broadcast Podcast Graphics Writing Infographics Photos Web Design Interest-Based Choice	Photo Essay Marketing Campaign In-Depth Design Package Social Media Campaign Audience Engagement Theme Package

Topic 1: For You Project

Engaging Experience 1

Title: For You Project Brainstorming & Planning

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- (Media Arts) [MA.Pr.5.A.III](#) Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks

Supporting:

- (ELA) [9-10.W.3.A.e](#) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, 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
- (Media Arts) [MA.Re.9.A.III](#) Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Detailed Description/Instructions: Students will prepare for their final choice project by reflecting on their previous work in the writing, multimedia, and career exploration units. After they revisit their work, they will brainstorm how to apply the skills that they most enjoyed exercising in previous projects. Based on a wide array of options, students will select a project (a social media campaign, photo essay, in-depth written feature, etc.) and create a plan for each step in the production process for their chosen final project.

Bloom's Levels: Understand, Apply and Create

Webb's DOK: 1, 3 and 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Based on the results of the brainstorming and planning activity, students will design a project of their choice. Options include (but are not limited to):

- Photo Essay on designed layout with captions
- Broadcast news or feature story
- Podcast episode with graphics
- In-Depth Marketing Campaign with audience analysis
- In-Depth feature writing with infographics and/or photos
- Package design of cover and inside pages utilizing infographics and/or photos
- Web Page design utilizing some HTML coding and/or SEO
- Yearbook theme package

Students will plan the project using outline/storyboard/written plan and then set mini-deadlines for themselves based on important points along the project (e.g. interviews, then design sketch, then rough draft, then final draft, etc.). They will present their final products in a large group critique setting at the conclusion of the project.

Unwrapped Priority Standards for Unit 5:

<u>MA:Pr5A.III</u> Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks (from DESE Fine Arts GLEs)	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will create media that demonstrates advanced artistic techniques.	2
	Apply
The student will create a comprehensive design plan that includes layout, fonts and color theory for their media.	3
	Construct
The student will effectively use different software tools or equipment in the production of media.	3
	Construct
The student will collaborate with a peer or group, demonstrating effective communication and problem-solving skills throughout media planning and publication.	4
	Solve

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.