

Summit Public Schools
Summit, New Jersey
Grade: 9-12 / Content Area: English
Length of Course: 1 Semester

Journalism I

Course Description: Journalism I (JI) is a one-semester program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares students to be professional journalists, news editors, and news managers. The course includes instruction in news writing and editing; reporting;; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism. It is a prerequisite course for Journalism II – IV.

JI is designed to focus on 21st Century skills in media literacy. The goal is for all students to demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

New Jersey's 21st Century standards, skills, and themes are as follows:

- Critical Thinking & Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork and Leadership
- Cross-Cultural Understanding and Interpersonal Communications
- Communication and Media Fluency
- Accountability, Productivity and Ethics

Finally, the JI course content is cumulative in nature, beginning with foundational knowledge and ending with the practice of specific newsgathering and writing skills. The content and pace of the course is as follows:

Unit 1: Foundations: Journalism History, Influences, and Timelines
Unit 2: The Informed Democracy: First Amendment and Journalism Law
Unit 3: Ethics: Ethical Dilemmas and the Code of Ethics
Unit 4: Information Gathering: Observation, Interview and Research
Unit 5: News Writing: Brainstorming, Information Gathering, and Composing

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing Domain Anchor Statements:

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Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Anchor Statements: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit 1: Foundations
Journalism History, Influences, and Timelines

3

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Big Ideas: Course Objectives / Content Statement(s) • News coverage has advanced in response to historical events and readers' needs • News messages are an interpretation of a reality that has evolved over the decades • News content is meant to inform, entertain, and/or persuade • Newspaper content follows a particular structure • Newspaper messages react to but also influence historical events	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What is news? • What is the value of news? • How did we get the news stories we see today? • What has been the impact of advancements in communications technology? • How do historical events impact the media and vice versa? • Where is the news industry heading?	Students will understand that... • News is meant to inform, entertain, and persuade • News keeps citizens informed so they can become educated, active participants of their community • Over the last century, journalism has moved away from sensationalism with the advent of investigative reporting, making way for today's informative and interpretive news reporting that contextualizes and analyzes our complex world. • Social change in the 1960s demanded a new style of reporting, spawning gonzo and new journalism • The journalistic styles of the last century can still be seen in today's tabloids, investigative news articles, and feature pieces • Technological advancements in the media helped evolve news coverage of gender, race and politics • Broadcast journalism continues to expand, introducing new forms of digital media that make news more accessible and swift
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Directing students to define the news they read and evaluate it for its value and risks • Identifying the historical and technological factors and influences on the evolution of journalism. • Identifying journalism's impact on world events • Observing the direction of today's news industry and the benefits and risks of broadcast journalism Sample Assessments: • Students will synthesize famous quotations on journalism to define "news."

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	• Students will compare and contrast an example of yellow journalism, investigative journalism, interpretive journalism and new journalism to understand how news coverage has evolved. Their analysis will focus on each article’s use of researched facts, outside sources, first-hand accounts and literary devices. Students will then find modern-day examples of each style. • Students will work in groups to track the evolution of news coverage of a single topic from the 1950s through the 1990s. Topics can include gender, race,
RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.	

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

and politics. Research will be centered around Tandy McConnell's *American Decades* series. The final product will focus on the changing faces of communication media, media professionals, and their assignments.

- Research a recent news story and analyze how different news outlets covered the same event. Compare and contrast their approaches to storytelling and bias.

Instructional Strategies:

Interdisciplinary Connections

Students use the skills and approaches common in social studies to learn about the history of journalism and the significant historical figures

Technology Integration

Students use technology to conduct research through the Internet, search engines, and databases.

Students will listen to podcasts, radio shows and other broadcast journalism.

Media Literacy

Students will access news in its various forms

Students will evaluate news to identify its benefits and harms, especially broadcast journalism

Students will analyze the evolution of journalistic styles, content and layout

Global Perspectives

Students will explore the rise and fall of modern journalism. They may also consider how our mass media and its values are perceived by other nations and cultures.

Culturally Responsive Teaching

In researching people who have influenced journalism and the world of mass media as it continues to evolve, students will see how the industry has responded to sensitive issues as it's become more diverse.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question	
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(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.9–10.6. 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).	
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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. 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. 🌱 SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

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Texts and Resources:

Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Campbell, Martin, Fabos (Eds.). *Media & Culture: An Introduction to Mass Communication 9th Edition*. New York: Bedford, 2014.

Garden State Scholastic Press Association. *History of Press Freedom*. Web. 11 Aug 2013.

<<http://www.gsspa.org/home/lesson-plans/> GSSPA 2013. >

Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.

Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 12 Aug 2013. <<http://www.hsbj.org/learning/broadcastinabox.php>.>

Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 1998.

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Unit 2: The First Amendment
First Amendment and Journalism Law

Big Ideas: Course Objectives / Content Statement(s)

- American citizens and the American press are protected by the First Amendment
- First Amendment rights are defined through legal interpretations
- Exceptions to First Amendment rights have been established through court decisions
- High school school publications face more First Amendment restrictions than professional publications, with private school publications facing more restrictions than public school publications

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What protections are offered under the First Amendment of the Constitution? • What limitations are placed on freedom of speech? • What limitations are placed on student journalists' First Amendment rights? • Why do courts need to interpret laws? • Should New Jersey student journalists have broader First Amendment rights?	Students will understand that... • While their rights are protected under the First Amendment, the scope of and limitations on those rights are dictated by court decisions • While <i>Tinker</i> extended First Amendment rights to students, <i>Bethel</i> and <i>Hazelwood</i> tempered that court decision by extending schools' censorship rights • A public forum is provided when school officials, by policy or practice, allow students to make assignments for content and to create editorials favoring a specific stand. • Courts are tasked with interpreting vague rights or rights that impede on other rights. • The Student Press Law Center is a standard resource for student journalists. • Anti-<i>Hazelwood</i> state laws have been passed by some U.S. states.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text	Instructional Focus: • Identifying First Amendment rights and the limitations on those rights • Deciphering court documents and legal interpretations of the First Amendment • Applying First Amendment rights, and the legal interpretation of those rights, to scholastic journalism • Evaluating current bills on student journalists' rights Sample Assessments: • Objective: Develop an understanding of the First Amendment and its relevance to journalism. - o Have students read the First Amendment and its key components. - o Assign a research project where students investigate landmark First Amendment cases related to freedom of the press, such as <i>New York Times Co. v. United States</i> (Pentagon Papers case) and <i>Hazelwood School District v. Kuhlmeier</i>.

says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

o Students present their findings, discussing the impact of these cases on press freedom.

- Objective: Examine the implications of the New Voices legislation on student journalists' rights.
 - o Provide students with an overview of the New Voices legislation in New Jersey.
 - o Assign students to research the history of the legislation, its key provisions, and its impact on student journalism.
 - o Have students create a presentation discussing the benefits and potential limitations of the New Voices legislation.
- Present students will real-world scenarios in which First Amendment rights were exercised. Students will determine which scenarios are protected under the First Amendment and which are exempt from the First Amendment.

Instructional Strategies:

Interdisciplinary Connections

Students will learn about the American legal system and landmark court cases to understand how they impact journalism

Students will evaluate and opine on legislation

Technology Integration

Students will use Google Slides to create a powerpoint, following a Steve Jobs' presentation style that relies on large but simple graphics to further their message.

Students will learn to navigate the state legislature's website to research New Jersey's bills and legal code.

Media Literacy

Students will learn how to access and evaluate draft legislation

Students will learn how to access and evaluate court decisions

Global Perspectives

Students will compare various state laws on student media censorship

Students will investigate scenarios in which the

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W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🍌 W.SE.9–10.6. 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).	Culturally Responsive Teaching Students will understand that the breadth of the First Amendment is meant to be culturally sensitive.
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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. 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. 🌱 SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
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Clark, Roy Peter and Scanlan, Christopher. *America's Best Newspaper Writing, Second Edition: A Collection of ASNE Prizewinners*. New York: Bedford, 2006.

Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.

Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 12 Aug 2013. <http://www.hsbj.org/learning/broadcastinabox.php>.

"Making photo slideshows." Garden State Scholastic Press Association. www.gsspa.org/. Web 21 Aug 2013.

Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 1998.

Ullman, John, and Jan Colbert. *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

www.ajr.org: this is the site of the American Journalism Review. Follow the same procedure as for CJR. In both cases there are a variety of references.

www.cjr.org: this is the site of the Columbia Journalism Review. Go to the "Search" function and enter "Interviewing." List of articles provided.

www.gsspa.org: This is the home of the Garden State Scholastic Press Association. Membership includes access to a drop box collection of files useful for classroom units and instruction.

www.journaliststoolbox.com: The Journalist's Toolbox is a great source of links to all sorts of information. Last updated 1/9/2013.

www.nicar.org: the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis. The prestigious Missouri School of Journalism operates this site.

www.poynter.org: go to the "media center" section and find the resource center. Excellent collection of biographies, historical information, and news writing how-to's, both scholarly and professional, including podcasts and texts on interviewing. Digital, print, and television are all included.

www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.

Big Ideas: Course Objectives / Content Statement(s) • Just because it's legal, doesn't mean it's ethical • Ethical dilemmas don't always have one right answer • Codes of ethics can be referenced for assistance in handling ethical dilemmas • Unethical behavior can be as innocuous as a single, biased word in a news article	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What is considered unethical behavior for a journalist? • How do I avoid unethical behavior if ethics aren't encoded? • Why is objectivity so crucial for a journalist?	Students will understand that... • Legal codes and judicial precedent do not always direct journalists on how to act ethically • Professional media institutions typically identify unethical behavior through a code of ethics • Codes of ethics serve as recommendations, rather than laws, for journalists • Bias can take the form of a simple adjective, and must be avoided to remain objective and thus ethical
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	Instructional Focus: • Identifying unethical behavior and learning how to prevent it • Resolving ethical dilemmas with the assistance of a code of ethics • Understanding the ethics of objectivity and practicing balanced, unbiased writing Sample Assessments: • Students will watch <i>Absence of Malice</i> and use the Society of Professional Journalists' Code of Ethics to identify legal but unethical decisions made by the journalist in the movie. Then, they'll describe a more ethical course of action for each decision • Students will analyze real-life ethical dilemmas faced by journalists and explore potential solutions. Students will be provided with a selection of case studies involving ethical challenges in journalism (e.g., conflicts of interest, privacy concerns, anonymous sources). - o Assign each student or group a specific case study to research and analyze. - o Have students present their findings, discussing the ethical dilemma, potential courses of action, and the implications of their chosen solution. • Students will compare and contrast ethical codes from different journalism organizations.
RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.	

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RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

o Assign students to research and gather ethical codes from reputable journalism organizations (e.g., Society of Professional Journalists, Associated Press).

o Have students create a visual or written comparison highlighting key similarities and differences among the codes.

o In a class discussion, encourage students to consider how these ethical principles shape journalistic practices.

• Students will apply ethical principles in practical scenarios.

o Present students with a series of ethical dilemmas commonly faced by journalists.

o Divide students into small groups and assign each group a specific scenario.

o Have each group role-play the scenario, demonstrating how they would navigate the ethical challenges.

o Assess the role-plays based on the accuracy of ethical decision-making, communication skills, and consideration of alternatives.

Instructional Strategies:

Interdisciplinary Connections

Students will analyze diction and word connotations to identify bias in news stories

Students will incorporate lessons from psychology and sociology to understand why journalists might be tempted to stray from objective reporting

Technology Integration

Students will study the homepages of major news outlets to evaluate their objectivity

Media Literacy

Students will explore the ethical aspects of journalism, such as the Society for Professional Journalism's Code of Ethics, and how they impact the practice and profession.

Global Perspectives

Students will explore local, national, and international news organizations to analyze and compare coverage.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱	Culturally Responsive Teaching Students should be encouraged to identify and analyze how different cultural groups are represented and reported on in the media, and to identify the presence of bias.
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Revised: August, 2023

W.SE.9–10.6. 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).	
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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. 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. 🌱 SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

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Ullman, John, and Jan Colbert. *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

www.alexacom.com. Alexa is the leading provider of free, global web metrics. Search to discover the most successful sites on the web by keyword, category, or country. Use analytics for market research.

minneapolisfed.org/Research/data/us/calc/: The Federal Reserve Bank of Minneapolis maintains a great website for all calculations needed for calculating inflation. It also has a clear and simple explanation of how inflation is calculated and how to use the Consumer Price Index.

www.xe.net/ucc: This site will convert all currencies, including dollar, Euro, etc.

<http://www.usatoday.com/money/personal-finance/> This site offers 12 calculators, including home mortgages and credit cards.

www.people-press.org: The Pew Research Center for the People and the Press offers its own credible polls on politics and public issues. They offer all the data you need to accurately assess the polls. Polls are searchable by subject, and the archive goes back to 1987.

<http://www.ncpp.org/?q=node/4> The National Council on Public Polls lists 20 questions any consumer of media information, especially a journalist, should ask about poll results.

www.wsj.com. *The Wall Street Journal*.

www.nytimes.com. *The New York Times*.

www.reddit.com *Reddit*.

Big Ideas: Course Objectives / Content Statement(s) • Information for articles can be gathered through observation, interviews, and research • Research is necessary for all parts of the writing process • Numerous, varied sources help ensure for objectivity • Always fact-check your sources • Journalists have access to public records and government agency meeting • Interviews require background research, flexibility and rapport	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How does a journalist gather information? • Where can a journalist conduct research? • Why should a journalist conduct research? • How can a journalist ensure objectivity? • How does a journalist know whether a source is trustworthy and accurate? • How does a journalist prepare for and conduct an interview?	Students will understand that... • Journalists can gather information through first-hand observation, through interviews with sources familiar with the topic, and through research. • A variety of research tools can help journalists gather information, including public records, meeting minutes, poll results, past news articles, court documents, and police records. • Research helps journalists determine whether they have a story, identify their lead, prepare for an interview, and write an informed, factually accurate piece. • Public records and government agency meeting minutes are available to journalists through sunshine and open records laws. • Journalists must strive to have at least three varied sources to ensure objectivity in a traditional article. • Background research and fact-checking will help a journalist determine a source's accuracy. • Journalists must conduct background research to construct probing interview questions; during the interview, journalists must establish rapport and win their source's trust while also listening for potential leads; journalists must be flexible and stray from their original questions.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Recording detailed first-hand observations for news stories • Conducting research for news stories • Preparing for and conducting interviews • Fact-checking information gathered through research and interviews Sample Assessments: • Students will complete a scavenger hunt that involves online research, first-hand observations around the school, and interviews with school staff.
L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and	

Revised: August, 2023

content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	All answers will need to be fact-checked with a second source. - Students will watch an interview on PBS Newshour and identify the probing questions that were constructed through background research - Students will receive a list of scenarios and identify the ones that fall under public records and sunshine laws - Students will interview a peer on the peer's quirky or original hobby or talent. They will run through the steps of an interview to practice building rapport, creating follow-up questions on the spot, and closing the interview - Students will spend fifteen minutes in a designated space in the school to record first-hand observations - Students will analyze exit poll results to craft five leads - Students will read a model restaurant review to identify key content. Students will be encouraged to visit a local lunch spot and review their experience to hone their observation and writing skills. - Objective: Assess students' ability to critically analyze news stories for journalistic quality. - Provide students with a selection of news articles from different sources. - Assign students to read and evaluate the articles based on accuracy, balance, use of sources, and writing style. - Have students write a comparative analysis of the articles, discussing their strengths and areas for improvement. - Objective: Assess students' ability to identify newsworthy topics and pitch them effectively. - Instruct students to research and identify potential news stories or issues within the school or community. - Have students prepare a news pitch presentation where they outline the story idea, its significance, potential sources, and angles. - Evaluate students' pitches based on the clarity of their presentation, the newsworthiness of the topic, and their ability to engage the audience. Instructional Strategies:
RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and	Interdisciplinary Connections Students will incorporate skills learned in mathematics (i.e. statistics, poll data) and economics (i.e. budgets, marketing) to analyze collected data and to craft leads. Technology Integration
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Revised: August, 2023

accurately through the effective selection, organization, and analysis of content. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.9–10.6. 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).	Students will use various research tools for fact-finding assignments, navigating the Internet for legal codes, public records, court documents, and polls. Students will use word processing to compose articles. Media Literacy Students will access articles that contain first-hand observations and information gathered through research and interviews, to use as models. Students will evaluate the impact of information gathering and fact-checking on an article's objectivity and trustworthiness Students will explore the way language / writing is used to communicate to a varied audience and for a variety of purposes. Global Perspectives Students will read about and report on the national fallout of <i>Washington Post's</i> reporting on Watergate. Students will conduct research on salaries across the nation. Students will analyze exit poll results from across the nation. Culturally Responsive Teaching Students should be encouraged to seek out subjects and topics that represent and speak to the cultural diversity of their potential readership.
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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. 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. 🌱 SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
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Revised: August, 2023

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
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Ullman, John, and Jan Colbert. *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

minneapolisfed.org/Research/data/us/calc/: The Federal Reserve Bank of Minneapolis maintains a great website for all calculations needed for calculating inflation. It also has a clear and simple explanation of how inflation is calculated and how to use the Consumer Price Index.

www.xe.net/ucc: This site will convert all currencies for you, including dollar, Euro, etc.

<http://www.usatoday.com/money/personal-finance/> This site offers 12 calculators, including home mortgages and credit cards.

www.people-press.org: The Pew Research Center for the People and the Press offers its own credible polls on politics and public issues. They offer all the data you need to accurately assess the polls. Polls are searchable by subject, and the archive goes back to 1987.

<http://www.ncpp.org/?q=node/4> The National Council on Public Polls lists 20 questions any consumer of media information, especially a journalist, should ask about poll results.

<http://www.nflonline.org> : The National Forensics League, with downloadable score sheets for speeches and debates.

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Unit 5: News Writing Brainstorming, Information Gathering, and Composing

Big Ideas: Course Objectives / Content Statement(s) • Journalistic writing typically follows an inverted pyramid structure • The facts most salient to the lead are presented first • Besides news stories, newspaper contain feature pieces, opinion pieces, and alternative story forms • Journalists follow AP style rules	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

• What are the differences between journalistic writing and academic essay writing? • How should I organize the facts of a story? • What types of stories will I find in a newspaper? • Do journalists follow a specific writing style? • How do I write a headline? • How can I get started?	Students will understand that... • News articles and academic essays differ in audience, purpose and structure • News articles begin with the lead, followed by background information, and end with a clincher; quotations are separated by transitions • News articles cover breaking news while feature articles cover less time-sensitive, background information. Opinion articles offer a writer's or editorial board's stance on a topical issue. • Journalists follow AP style rules • Headlines must grab a reader's attention with the central message, summarized in 4-7 key terms, including an active verb • After deciding on a topic, journalists conduct background research and begin interviewing sources to find a lead
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text	Instructional Focus: • Identify the building blocks of news stories and the language style of journalism • Differentiating between various story types, their styles and purposes • Following AP style when writing news and feature stories • Brainstorming leads for feature articles • Information gathering for feature articles Sample Assessments: • Students will write three news articles on a developing story over the course of three days, with notes provided to them by the teacher. They'll practice identifying a lead and structuring their article's background information. • Students will write a feature article on one agency within Summit's local government to practice conducting research, interviewing sources, crafting a lead and headline, structuring an article, following AP style rules and closing their article with a clincher.

says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

- Listen to a recorded speech and write a 250-word story. Compare with peers.
- Attend a meeting, a press conference or a speech, and tape-record it. While there, write down the quotes you would use if you were writing the story for your local news source. Then listen to the tape, and check the accuracy of the quotes. What did you learn?
- Write a combination story on the major sport that is now in season. Feature the next game to be played and include highlights or a brief summary of the last one.
- Objective: Teach students how to write concise and accurate news updates for breaking events.
 - Present students with a simulated breaking news event (e.g., a school announcement, local emergency, or sports score).
 - Instruct students to quickly gather information, verify details, and write a brief news update suitable for social media or a news ticker.
 - Emphasize the importance of clarity and accuracy in conveying information.
- Objective: Teach students how to conduct and write in-depth interviews for feature stories.
 - Assign students to choose a person of interest in the school or community.
 - Instruct students to conduct a comprehensive interview with the chosen person, exploring their background, experiences, and perspectives.
 - Have students write a profile feature article that captures the individual's story and personality.
- Objective: Create a practice class newspaper (Mini-Verve) using Canva and InDesign
 - Students will demonstrate an understanding of various journalistic elements, including news gathering, writing, editing, and design.
 - Students will collaborate effectively as a team to produce a culminating practice newspaper.
 - Students will apply ethical considerations in selecting and reporting news stories.
 - Students will enhance their skills in news writing, headline creation, and layout design.

Instructional Strategies:

Interdisciplinary Connections

Students will draw connections and regularly apply

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	skills in English composition writing and editing to complete their articles.
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Revised: August, 2023

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.9–10.6. 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).	Technology Integration Students will navigate the Internet to conduct research for their articles. Media Literacy Students will access Pulitzer-prize winning articles and break them down to use as models for their articles. Global Perspectives Students may explore statistics from another country or a speech delivered by the leader of another country to report on it. Culturally Responsive Teaching Students should consider the way information and reporting might be culturally sensitive to a particular group.
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SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. 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. SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. 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. 🌱 SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy

Revised: August, 2023

	• Health Literacy • S.T.E.A.M.
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In addition to meeting the New Jersey Student Learning Standards for English / Language Arts, the Journalism program addresses curricular competencies for 21st Century Life and Career ready practices. These are “the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.” As the journalism program prepares students to exercise the skills in writing and communication related to English and Media Literacy, it also enables students to explore the various career paths in 21st Century Media and introduces them to the responsibilities, roles and experiences that come with being a successful journalist in the industry.

This addendum enumerates the 21st Century Life and Career competencies that are addressed throughout the journalism courses (I-IV).

21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

Students in the Journalism Program:

- understand the obligations and responsibilities of being a student journalist and member of the newspaper staff, and they demonstrate this understanding every day through their interactions with others.
- are conscientious of the impacts of their decisions on others and the environment around them. • think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of the journalism program and newspaper staff.
- are reliable and consistent in going beyond the minimum expectation and in participating in the program to serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Students in the Journalism Program:

- readily access and use the knowledge and skills acquired through experience and education to be more productive.
- make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.

Students in the Journalism Program:

- communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.

Revised: August, 2023

- communicate in the classroom/newsroom with clarity and purpose to make maximum use of their own and others' time.
- are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas.

- are skilled at interacting with others; they are active listeners and speak clearly and with purpose.
- think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Students in the Journalism Program:

- understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.
- are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Students in the Journalism Program:

- regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
- seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own classroom/newsroom.
- take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Students in the Journalism Program:

- are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- use reliable research processes to search for new information.
- evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Students in the Journalism Program:

- readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions.
- carefully consider the options to solve the problem; once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Revised: August, 2023

Students in the Journalism Program:

- consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.

- have a clear understanding of integrity and act on this understanding in every decision.
- use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs.
- recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Students in the Journalism Program:

- take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- understand their own career interests, preferences, goals, and requirements related to media/journalism.
- have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each.
- recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

CRP11. Use technology to enhance productivity.

Students in the Journalism Program:

- find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- are flexible and adaptive in acquiring new technology.
- are proficient with ubiquitous technology applications related to journalism, media and publishing.
- understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Students in the Journalism Program:

- positively contribute as members of the newspaper staff, whether formal or informal.
- apply an awareness of cultural differences to avoid barriers to productive and positive interaction.
- find ways to increase the engagement and contribution of all team members.
- plan and facilitate effective team meetings.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

CONTENT AREA: 21st CENTURY LIFE AND CAREERS

STRAND C:

Standard Statement: By the end of Grade 12, students will be able to:

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

Revised: August, 2023

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Texts and Resources:

Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Campbell, Martin, Fabos (Eds.). *Media & Culture: An Introduction to Mass Communication 9th Edition*. New York: Bedford, 2014.

Garden State Scholastic Press Association. *History of Press Freedom*. Web. 11 Aug 2013. <<http://www.gsspa.org/home/lesson-plans/> GSSPA 2013. >

Clark, Roy Peter and Scanlan, Christopher. *America's Best Newspaper Writing, Second Edition: A Collection of ASNE Prizewinners*. New York: Bedford, 2006.

Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.

Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 12 Aug 2013. <<http://www.hsbj.org/learning/broadcastinabox.php>.>

Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 1998.

Also Technology Department, School Administration.

- www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- www.splc.org Student Press Law Center promotes, supports and defends the First Amendment and free press rights of student journalists and their advisers.