

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: 21st Century Journalism and Media/
Honors Advanced 21st Century Journalism and Media**

Born On: August, 2024
Previous Revision: August, 2024
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: 21st Century Journalism and Media/Honors Advanced 21st Century Journalism and Media

Description of course:

Journalism is a full year elective publication course. The emphasis in this course is on desktop publishing (newspapers, magazines, photography, yearbooks, fliers, brochures, ads, etc.). This is a product-based, hands-on class. Students will be involved in the production and distribution of publication materials including advertising, on-line [technology] production as well as the photography, artwork, cartooning, writing, and photographic aspects of publications work.

LGBT/Disabilities: Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize ourselves. One way that educators can promote safer school environments is by developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, transgender and queer (LGBTQ) people, history, and events. For LGBTQ students, attending a school with an inclusive curriculum is related to less-hostile school experiences and increased feelings of connectedness to the school community. Inclusive curriculum benefits all students by promoting diversity and teaching them about the myriad of identities in their communities. Curriculum can serve as a mirror when it reflects individuals and their experiences back to themselves. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. At the same time curriculum can serve as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities. These windows can offer views of worlds that may be real or imagined, familiar or strange. Applied to LGBTQ-inclusive curricular content, these mirrors and windows can help create a more positive environment and healthy self-concept for LGBTQ students while also raising the awareness of all students. Inclusive curriculum supports students' abilities to empathize, connect, and collaborate with a diverse group of peers, skills that are of increasing importance in our multicultural, global society.

Differentiation * Accommodations * Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. Language Arts is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for Language Arts differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter

- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest What a student enjoys learning about, thinking about, and doing
- Learning Style A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ ELA Framework <http://www.state.nj.us/education/archive/frameworks/lal/chapt7.pdf> contains an in-depth overview for meeting the needs of diverse learners in ELA. Many of these content specific suggestions are classroom ready. Note: The Standard notations in this framework document are not according to the 2014 ELA Standards.

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: N.J.S.A. 18A:35-4.43 Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Assessment Evidence — English Language Arts

Alternate Assessment (A)

An approved oral, visual, written, performance-based, or technology-supported product aligned to the same NJSL-ELA standards and target skills as the standard assessment. "Alternate" is defined in two complementary ways:

1. As accommodation/modification — for students who require accommodated or modified demonstration of mastery per an IEP, 504 plan, or approved general education accommodation, pre-approved by the case manager/department supervisor and documented accordingly.
2. As instructional choice/novel format — for any student, as a deliberate option for demonstrating content or skill knowledge through a format other than the traditional written response (e.g., a choice board, project-based option, or student-selected mode of presentation). This use of "alternate" is not tied to a disability designation; it reflects differentiated instruction and multiple means of expression, consistent with UDL (Universal Design for Learning) principles.

In both cases, the alternate assessment must measure the identical standard(s) and cognitive demand as the primary assessment — only the mode of demonstration changes, not the rigor or the standard being assessed.

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice
Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option

Course: 21st Century Journalism and Media

Honors Advanced 21st Century Journalism and Media PVRHSD CURRICULUM MAP

Grade Level: 9-12

Written (modified or novel)	Shortened response with scaffolds (accommodation); OR creative written form such as found poem, letter-in-voice, or blackout poetry response (choice)	W.9-12.1, 2, 3; L.9-12.1, 2	Both
Performance-based	Dramatic scene interpretation, mock trial, debate, podcast/monologue	RL.9-12.3; SL.9-12.1, 3, 4	Choice/UDL option
Technology-supported	Text-to-speech supported response (accommodation); OR student-created video essay, digital slide deck, screencast explanation (choice)	W.9-12.6; 9.4.12.TL (CLKS crosswalk)	Both

Scope and Sequence Chart

Month	Unit
September	Journalism Basics and News Values <i>An introduction to journalism terminology and news literacy</i>
Oct./Nov.	Skills, Style, and Technique <i>How to compose a news article</i>
Dec.	Visuals <i>How do design and photography impact a publication's effect on its audience?</i>
Jan./Feb.	Media Literacy <i>How to engage with the news & understanding the responsibilities of journalists</i> Engaging with the First Amendment <i>Rights of journalists</i>

March/April	Types of Stories <i>How to compose a variety of journalistic stories</i>
May	Publishing for the web <i>Techniques and best practices for creating and maintaining an engaging digital product</i>
June	Journalism's history and future. <i>Where journalism came from and where it is headed.</i>

Journalism Terminology and News Values Basics. <i>An intro to journalism terminology, news values, and news literacy.</i>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 3 weeks Content Statement: Students will gain first exposure to journalism terminology and concepts of news literacy and news values	Key learning items/concepts: Concepts: News literacy News worthiness Terms: AP Style byline caption	Proficiencies/Skills: Students will: ...demonstrate knowledge of journalism terminology and news values.	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6.	Treasure hunt activities: use computers to access journalism websites and provided resources that provide information about journalism terminology and news values News article analysis: read selected articles (teacher and student chosen), then identify and explain, in writing, what	Terms in Journalism (via <i>Wall Street Journal</i>) The Ultimate Glossary of Newsroom Terms (via Below the Fold) The Inverted Pyramid (via Purdue OWL)

Essential Questions: What is “news”? What makes a story newsworthy? How do news values change based on audience?	copy double-truck flag headline index infographic inverted pyramid jump lead/lede masthead sidebar subheadline News values: timeliness proximity prominence relevance conflict/controversy novelty/rarity/oddity human interest	... analyze newsworthiness, using news values, in a variety of published texts. ... consider how the intended audience impacts the news values of an article and/or publication.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources	principles of newsworthiness apply to them Generate story ideas using values of newsworthiness News Values Activity News Values Cards (to go with activity)	Components of Newsworthiness (via Purdue OWL) Seven News Values (via Medium.com) What is Newsworthy? (via PBS) What Makes a Story Newsworthy? (via ThoughtCo) Lessons from schooljournalism.org newseum.org Poynter ASNE Excerpts/lessons from American Press Institute (Introductory News Literacy curriculum) News Values PowerPoint <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i>
--	---	--	--	---	--

Skills, Style, and Technique <i>How to compose a news article</i>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 6-8 weeks Content Statement: Students will examine how stories are developed and written, analyze published stories, and start to pursue their own stories. Essential Questions: How does an article get from an idea to publication? How do articles differ in type, style, and purpose? What skills do successful journalists practice, and how can I apply these to my own research and writing? What skills are necessary for a journalist to develop a story? What are best practices for conducting interviews?	Key learning items/concepts: Concepts: Lead/lede Structure Interviewing Credibility AP Style Quoting Note-taking Terms: Inverted pyramid Source Purpose Audience 5 Ws	Proficiencies/Skills: Students will: ... understand how a journalist approaches an article and what is entailed in gathering and presenting accurate, credible information. ... understand the different roles of journalist, editor, and publisher. ... learn planning strategies in preparing to write a story, considering purpose, audience, possible contacts and sources, formulating questions, and preparation. ... understand that different kinds of stories require different types of writing (style principles). ... understand common elements of news articles, including: • various types of leads • the 5 Ws • the Inverted Pyramid • information gathering • straight vs. literary style • concise writing principles • the correct use of quotes	W.IW.11–12.2. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments	Engage in lead(lede) writing activities Complete Inverted Pyramid activities with example stories Practice writing questions Engage in interviews, focusing on follow-up questions and note-taking Practice planning for and implementing interview techniques One Word Interview activity Generate practice news articles based on scenarios and interviewing performed in class My First Interview assignment	10 Interviewing Tips for Journalists (via Writers Digest) <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i> Asking Journalistic Questions (via Thoughtful Learning) The Definitive Guide to Asking Follow-up Questions (via The Medium) The Inverted Pyramid (via Purdue OWL) AP Style (via Purdue OWL) What are the Duties of a Newspaper Editor? (via Learn.org) What is the Job Description of a Publisher? (via Learn.org)

		• using the AP Style guide • importance of proofreading ... examine various types of articles (features, sports, arts and entertainment, and editorials) and analyze how each is different according to purpose and style— noting use of sources, correct use of quotes and attribution. ... conduct effective interviews and verify quotes. ... take reliable notes. ... integrates quotes properly. ... analyze and apply various models of writing styles. ... learn interpersonal and teamwork skills. ... understand the importance of deadlines and responsibilities.* ... refine and practice listening and speaking skills.		Write articles in which they demonstrate their understanding of lead writing, the Inverted Pyramid, quotation integration, AP Style, and other journalistic components. Interview a Faculty Member Assignment Use notes from interviews to write feature stories about their classmates Use the models discussed in class, to write music, movie, video game, or restaurant reviews Generate articles of local interest for the school newspapers* News Article Writing Assignment	Newspaper Journalist: Job Duties, Career Outlook, and Educational Requirements (via Learn.org) Different Types of Journalism (via Freelancewriting.com) schooljournalism.org Humans of New York <i>All the President's Men</i> movie <i>Spotlight</i> movie ssuu.com Interview Process PowerPoint Story Ideas Powerpoint from schooljournalism.org
--	--	--	--	--	---

Visuals. *How do design and photography impact a publication's effect on its audience?*

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 2-3 weeks Content Statement: Students will explore the impact of visuals: photojournalism, design, and infographics. Essential Questions: How do text, photos, and graphics work together for best effect? What do photos add to the news? How does composition affect photography? What does effective page design look like?	Key learning items/concepts: Concepts: Page design Photojournalism Terms: Above the fold Caption Center of visual interest (CVI) Dominant image Column Column gutter Agate Cropping Drop cap Grid Alignment (justified, flush left/right) Kicker Headline Sub-headline Teaser Deck Double-truck Jump/jump line Masthead Nameplate/flag Negative space Pull Quote Standalone Tag line Byline	Proficiencies/Skills: Students will: ... think critically about why newspapers are formatted as they are. ... consider the relationship of visual elements on a page (ads, photos, graphs, maps) and the impact on readers. ... learn and apply basic design elements. ... understand some history of photography as it relates to journalism. ... think critically about how photos impact the reader and the stories they illustrate. ... shoot and produce high-quality photographs demonstrating effective composition elements. ... write effective cutlines for photos. ... understand the ethical considerations of digital manipulation of news photos.	RI.11-12.8 W.IW.11-12.2. W.WP.11-12.4. W.WR.11-12.5 · W.SE.11-12.6. SL.PE.11-12.1 · SL.II.11-12.2. SL.ES.11-12.3 · SL.PI.11-12.4 SL.UM.11-12.5. 9.4.12.DC.1 — Explain the beneficial and harmful effects of intellectual property 9.4.12.DC.2 — Provide appropriate citation and attribution elements	Students will identify key elements of design in professional publications. Photojournalism Terms Students will create sample pages to demonstrate mastery of page design concepts. After practicing photojournalism composition elements, students will create a photo essay of themed photos. Postwar Photo Essay Analysis Slideshow Presentation Students will apply design and photojournalism concepts toward creating content for the school publications. Photojournalism Project Photojournalism Activity	The Art and Language of Photography: A Photojournalism Glossary (via Poynter) AP Code of Ethics for Photojournalism The Ultimate Glossary of Newsroom Terms (via Below the Fold) schooljournalism.org Other resources: Adobe Indesign NSPA Design of the Year winners Issuu.com Newseum Newseum Pulitzer Prize Gallery <i>Language Arts in</i>

	Photo credit Photo composition: • Rule of thirds • Perspective (worm's eye, bird's eye) • Framing • Leading lines • Selective focus		9.4.12.IML.2 — Evaluate digital sources for reliability, accuracy, bias, and point of view		<i>Action: Engaging Secondary Students with Journalistic Strategies</i>
--	--	--	--	--	---

Media Literacy <i>How to engage with the news & understanding the responsibilities of journalists</i>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4-6 weeks Content Statement: Students will examine bias in the media and will explore ethical considerations surrounding journalism. Essential Questions: How does the news affect us as individuals and as members of society?	Key learning items/concepts: Concepts: - Ethical reporting practices - Credibility - Media bias - misinformation and disinformation Terms: -bias -credibility -accuracy -attribution -"truth" -libel -slander	Proficiencies/Skills: Students will: ... recognize the responsibilities of journalists and news organizations. ... compare different publications and understand the complexity of truth, that there are often "gray" areas in which reporters and publishers must decide what is relevant and important in telling a story. ... understand the importance of credibility and of using credible sources.	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society	Review the Society of Professional Journalists Code of Ethics. Compare/contrast varied publications' objectivity in a brief writing assignment All Sides Project View <i>Shattered Glass</i> and	Intro to Law and Ethics Powerpoint Society of Professional Journalists Code of Ethics Media Bias (via AllSides.com) <i>Shattered Glass</i> movie News Literacy PowerPoint News Deception PowerPoint Media Bias Chart (All Sides)

Is the news we read always accurate and true? What are ethical considerations journalists must evaluate? What must journalists do to ensure they are as objective as possible? What is the relationship between the media and politics? How can I be a more critical consumer of news, and why is this important?	-objectivity -ethics -editorializing -plagiarism -left/right (politically) -misinformation -disinformation	... recognize the importance of attributing all sources. ... understand that the media is powerful in influencing opinion and must be handled responsibly. ... understand that irresponsible journalism can be damaging, even leading to libel and lawsuits. ... examine and analyze unethical behavior of select journalists. ... examine media bias and understand its implications in the news.	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media	complete corresponding reflection assignment, which includes questions surrounding journalistic ethics and responsibilities News Trust Assignment News Literacy Scavenger Hunt Presentation	Media Bias Chart (2018) Mis- and Disinformation PPT Jimmy's World by Janet Cooke Hack Heaven by Stephen Glass Scenes/episodes from <i>The Newsroom</i> <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i>
--	---	---	---	--	---

Engaging with the First Amendment <i>Rights of journalists</i>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 1-2 weeks Content Statement: Students will explore how the First Amendment—specifically freedom of speech and freedom of press—interacts	Key learning items/concepts: Concepts: -First Amendment -Hazelwood and Tinker decisions Terms:	Proficiencies/Skills: Students will: ... recognize the rights of journalists and news organizations.	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6.	Evaluate journalism and student journalism laws Read and discuss New Jersey's New Voices Act Research significant court cases related to	The First Amendment Student Press Law Center Law and Ethics

with journalism and student journalism. Essential Questions: How exactly does the First Amendment protect journalists? How are the rights of scholastic journalists the same as and different from those of professional journalists?	-libel -slander -bias -credibility -accuracy -attribution -“truth” -objectivity -simultaneous rebuttal/right of reply -prior restraint/prior review	... understand that irresponsible journalism can be damaging, even leading to libel and lawsuits. ... understand the basic tenets of the First Amendment and how they apply to journalism. ... explore the outcomes of notable press-related court cases, most notably the Hazelwood and Tinker cases, and recognize their impact on scholastic journalism.	RI.MF.11–12.6. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media	scholastic journalism and present findings to the class	Press Rights Hazelwood School District v. Kuhlmeier Powerpoint A Guide to New Jersey's New Voices Act <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i>
--	--	--	--	--	--

Types of Stories <i>How to compose a variety of journalistic stories</i>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4 weeks Content Statement: Students will examine the purpose behind and differences between the	Key learning items/concepts: Concepts: -Hard news vs. soft news -Breaking News	Proficiencies/Skills: Students will:	W.IW.11–12.2. W.WP.11–12.4. W.WR.11–12.5.	Investigative Journalism intro and assignment	Fashion Journalism Powerpoint* Optional Combat Journalism PowerPoint* Optional

various types of articles/stories in a newspaper. Essential Questions: How and why are feature articles different from news articles? How and why are opinion articles different from news articles? How can breaking news lead to misinformation and disinformation?	-Feature Writing -Opinion Writing -News Beats Terms: -Hard news -Soft news -Breaking news -feature -opinion -news beats -misinformation -disinformation	... understand the purpose of various kinds of article/story types. ... consider the differences between various kinds of article/story types. ... understand the purpose of various sections of a newspaper. ... understand the importance of key players and building relationships for interviews ... conduct effective interviews and verify quotes. ... take reliable notes. ... become well versed in their section/area of writing. ... integrates quotes properly. ... analyze and apply various models of writing styles. ... learn interpersonal and teamwork skills. ... understand the importance of deadlines and responsibilities.* ... refine and practice listening and speaking skills.	W.SE.11–12.6. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments	Fashion Journalism chart*Optional Combat Media Evaluation* Optional Feature Article(s) Breaking News Article(s) Opinion Article(s) News Beats Project	Opinion Writing PowerPoint Feature Writing PowerPoint Podcast* Optional <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i>
---	---	--	--	---	--

--	--	--	--	--	--

Publishing for the web. Techniques and best practices for creating and maintaining an engaging digital product.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 3 weeks. Content Statement: Students will produce engaging multimedia content for publication on student online publications. Essential Questions: How is a newspaper website different from and similar to a print newspaper? How is multimedia used to engage an online audience? What are best practices for an online newspaper?	Inverted Pyramid Breaking/developing news Digital terminology: • Hyperlink • Infographic • Chart • Interactive image • Blog • Livestream • Map • Photo gallery • Slideshow • Poll • Timeline • Video • Podcast Fair use copyright law	Proficiencies/Skills: Students will: compose a variety of types of stories for the web (developing, hard news, features, etc.). embed video and audio content in a web story. embed digital enhancements (polls, infographics, interactive maps, etc.) in a web story. compose web content using alternative digital storytelling techniques. facilitate an embedded live stream on a website. record, edit, and embed a podcast on a website.	RI.CR.11–12.1. RL.CI.11–12.2 . RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4 . RI.PP.11–12.5 . RL.MF.11–12.6. RI.MF.11–12.6. W.IW.11–12.2 . W.WP.11–12.4. W.WR.11–12.5.	Students will discover and analyze professional and student online publications. Students will create content for online student publication. News Beats Project	Selection of primary sources <i>Suggestion(s):</i> Student Journalism and Media Literacy By Megan Fromm, Homer L. Hall, & Aaron Manfull JEA Digital Media website Other resources: Knight Lab suite Google Maps Storify Thinglink Youtube Soundcloud

		adhere to fair use copyright law as it applies to the media.	W.SE.11–12.6		<i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i>
--	--	--	--------------	--	--

Journalism's history and future. Where journalism came from and where it is headed.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 3 weeks Content Statement: Students will gain a sense of where journalism has been, where it's at now, and where it might be going in the future. Essential Questions: How did journalism begin? How has its role evolved? How has technology changed journalism?	Key learning items/concepts: Concepts: History of Journalism Technology Mass Media Terms: Guttenberg Yellow journalism Sensationalism Muckraking Media conglomerate	Proficiencies/Skills: Students will: ... know some important historical aspects of journalism and how they have impacted the field, including: - influential people (ex: Hearst, Pulitzer, Murrow, Zenger) - organizations (ex: Associated Press, United Press, ASNE) - events (ex: yellow journalism in Spanish-American War, influence of women and minorities in journalism, influence of the Black press in the abolitionist and civil rights movements)	RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. W.IW.11–12.2. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy,	Mini-documentary on important journalists or journalistic movements from history. Research and analysis of newspapers that are defunct or were bought by conglomerates (with emphasis on <i>The Bergen Record</i>). Comparison of news websites and how they operate.	Selection of primary sources <i>Suggestion(s):</i> <i>Language Arts in Action: Engaging Secondary Students with Journalistic Strategies</i> Selected online articles issuu.com newseum.org Poynter ASNE

How has journalism needed to adjust in the digital age? What are the implications for journalism in the future with the rapid developments in technology?		... understand the ever-increasing need for more responsible and credible journalism. ... understand the interconnectedness of the press with history, society, and politics. ... consider past, present and future roles of women and minorities in journalism. ... think critically about the speed and variety of information available through the internet and the impact technology will have on journalism. ... understand that journalists have power but also responsibility because they can influence public policy, politics and public awareness. ... evaluate the effect of media conglomerates on local journalism.	perspective, credibility of the source, and relevance of information, in media, data, or other resources 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media		
---	--	--	---	--	--

HONORS/ADVANCED CURRICULUM					
Time: Year-long Content Statement:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS W.IW.11–12.2.	Assessments Students will be evaluated based on	Suggested Materials

Students will gain an understanding of how to run a newsroom and a news publication. Essential Questions: What constitutes news? How does an intended audience affect content and writing? How do news values influence school news publications? What is the role of a school news publication, and how does that role engage with the culture of a school? What are the responsibilities of [student] journalists?	All concepts from curriculum above	Students will collaborate to run the school news publication daily. Students will write and edit articles for the publication. Students will evaluate news-worthiness and employ journalistic skills on a day-to-day basis.	W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6 . SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5.	• editing of articles • writing of articles • collaboration with peers • projects based on class content • administration of news publication	Materials from curriculum above
--	---	--	---	---	--