

Journalism Curriculum Map, Unit 1

created Summer 2019

QUICK GUIDE: [Standards for Learning](#); [Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit 1: History, Laws, and Ethics of Journalism

This unit addresses developing the necessary fundamental skills required for an entry-level journalist, students will examine the history of American journalism, federal laws relating to free speech and protection of journalists, and ethical rules that journalists should follow. Students will also begin to develop their writing skills maintaining journalistic style and rules.

The unit emphasizes the history of journalism and the American laws that protect journalists.

There will be additional emphasis on the ethics of good journalists and how “fake news” and unreliable sourcing has affected ethics in the world of Journalism.

Essential Questions:

These questions establish inquiry to unify the unit’s assignments and assessments.

Reading History

- How has American media history influenced current media?
- What federal and local laws govern and protect journalists in their profession?
- What ethical codes guide journalists in their professions?
- What is the role of ethical journalism in democracy?

Writing

- How does journalistic writing differ from regular prose?
- Which writing styles are best to utilize when presenting news vs. influence readers and public opinion?
- How does a journalist effectively and ethically gather information?
- What makes something newsworthy?
- What is the difference between journalism in various outlets including news stations, articles, blogs, and social media?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 40%)

- Unit Mastery Test on laws, history, and ethics of journalism.
- MLA style biography paper on a Journalist who has impacted media history.
- [Twitter Project](#): a culminating presentation of an online profile, Tweets, and responses to Tweets in a controlled academic environment.

Formative Assessments (Classwork & Homework = 30%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Vocabulary in Context: quizzes in journalistic vocabulary/reporter’s notebook for identification of words in articles and news stories such as political terms.

Quizzes: Reading check quizzes that require recall of journalistic historical events; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence in a journalistic writing style.

Warm-up & Closure activities: Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.

Socratic Seminar Discussions: Prep-work, including reading and annotation of articles; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

“NewsRoom” Meetings: Collaboration activities that require individual responsibilities related to the news industry, including brainstorming & discussion of ideas from various perspectives in the news to replicate decision-making among “co-workers”

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Reporters' Notebooks: Responses to news stories, writing ideas, interviewing notes; development of journalistic writing; revisions for word choice, grammar, and sentence structure.

Individual writing conferences: Student-teacher and peer-to-peer conference discussions and observations in a news editors style meeting offering opportunity for engagement in self-evaluation and reflection.

Class participation and Homework: Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on article annotations; student-based questions; and analysis of articles in terms of biased writing, libelous claims, and ethical issues.

Independent reading assessment: Homework, classwork, and quizzes based on reading response and analysis of elements studied in this unit.

Texts:

Electronic Texts

- <http://learning.blogs.nytimes.com>
- <https://studentreportinglabs.org/>
- Bookmarked news websites that students can check on a daily basis including but not limited to: cnn.com, foxnews.com, msnbc.com, nytimes.com, washingtonpost.com, southjerseymagazine.com, npr.com, nj.com
- Twitter profiles of classmates within district that are in journalism program
- Twitter profiles of subjects of interest

Mentor Texts and Independent Readings

- Excerpts from various news publications including electronic sources.
- Magazine articles from classroom library included but not limited to the New Yorker, Time, ESPN, and magazines of interest
- *The Soloist, Shattered Glass, All the President's Men*
- Clips of HBO's Newsroom
- Various press conferences based on breaking news both local and national.
- *Devils' Advocate* style sheet
- The Society of Professional Journalists' Code of Ethics

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
Theme/Central Idea-R1/2/3: Recognize significant figures in American media history and how those figures influenced today's media, Understand pertinent laws that govern the media,	Text Types & Purposes-NJSLSA.W2, 3-Information Writing: Compose original news articles that Demonstrate the use of figurative language such as simile, metaphor, hyperbole and imagery.	Review of Socratic Seminar Procedures-NJSLSA.SL1: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.	Conventions of Standard English-NJSLSA.L1.-3: Use appropriate sentence structure to achieve the purpose of conveying information.

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Making Connections-NJLSA.R1-3:

Explain how to avoid infractions of the law as a journalist, Differentiate between which stories are newsworthy and which stories are considered to be “yellow journalism”, “fake news” and/or unreliable.

Point of View-NJLS.R8,9,10:

Examine and debate historical ethical issues.

Range of Reading RI.11-12.10

Nonfiction (seminar texts, supplemental texts)
 News Articles
 Feature Articles
 Magazine Articles
 Mentor Texts
 Independent Reading
 Blogs
 Discussion Boards and Posts

NJLSA.W11.4, W.11.5, & W.11.6:

Write, revise, and edit a rough draft for content and organization, grammar and mechanics.

Writing Workshop:

Use mentor texts to note different structures writing; use notebooks entries to make connections among texts in this unit; writing may reflect personal views & demonstrate effective use of sentence structure and word choice

NJLSA. W.4, W.5, & W.6:

Write, revise, and edit a rough draft for content and organization, grammar and mechanics. Incorporate the use of new vocabulary in the context of the given writing prompt.t demonstrate the basic knowledge of news reporting structure, style, syntax, grammar, and mechanics.

NJLSA. W.10:

Twitter Portfolio Project

Mini- Seminars-NJLSA.SL1., 2, 3:

Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing.

Comprehension & Collaboration-

Full-class Socratic

Seminar-NJLS.SL1.-4: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals

Presentation of Knowledge & Ideas-SL.11-12.4-6:

Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.

Knowledge of

Language-NJLSA.L3: Revise for content, organization, and word choice; vary syntax according to journalistic rules and style.

Vocabulary Acquisition & Use-NJLSA.L4-6:

Demonstrate understanding of phrases vs. clauses. Use appropriate sentence structure to avoid run-ons and fragments. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric. Use context clues to determine meaning and use reference sources as needed to confirm the meanings of words. Demonstrate independent gathering of in-text vocabulary knowledge.

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> Why does an author include specific details in a passage? 	<ul style="list-style-type: none"> How does a writer best communicate personal experiences? 	<ul style="list-style-type: none"> How can we use collaborative discussion to 	<ul style="list-style-type: none"> Which literary and rhetorical devices best support writing?

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<ul style="list-style-type: none"> • How can symbols help identify the author's purpose in writing? 	<ul style="list-style-type: none"> • What is the importance of structure in writing? • How does engaging in the writing process improve the quality of writing overall? • How does a writer use specific language/diction to create imagery/character? How much detail do I need to support a point and achieve my purpose? • What can be learned from studying mentor texts? 	<p>expand our understanding of literature, ourselves, and our world?</p> <ul style="list-style-type: none"> • How can we synthesize views to achieve consensus in collaborative discussions? 	<ul style="list-style-type: none"> • How does connotation affect meaning? • How does word choice affect a writer's message? • Which rhetorical devices best support argument writing? • How does parallelism help achieve purpose? How can sentence structure and reflect the author's purpose? • How do compound-complex sentences function in a text?
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Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

Bias	Cliche	Yellow Journalism
Objective	Inverted Pyramid	Muckraking
Subjective	Copy	Shock Jock
Integrity	Beat	Global Village
Plagiarism	Byline	Bill of Rights
Slander	Dateline	Broadcast
Libel	Source	Censorship
Lede	AP Style	Confidentiality
Jargon	Partisan Press	Credibility
	Penny Press	Dissemination
	Wire Service	Ethics

Journalism Curriculum Map, Unit 1

First Amendment

Objectivity

Plagiarism

Readability

Slander

Structure

Journalism Curriculum Map, Unit 2

created Summer 2019

QUICK GUIDE:

Unit Title & Summary: Telling the Story: Interviewing & Informative Writing

This unit addresses how to construct the standard journalism story using proper style, wording, and structure for both written and television mediums, as well as how to obtain and process the information needed to construct a full-length news story across these mediums.

The unit emphasizes the journalistic importance of objectivity and fairness as well as how to develop questioning techniques in both one-on-one and press conference-style settings..

There will be additional emphasis on the role of podcasts in modern society and how podcasts have emerged as an important medium for journalists.

Students will analyze mentor texts for content, style, and structure to familiarize themselves with best journalistic writing practices. They will participate in regular writing workshops that develop objectivity and a professional journalistic tone in their writing. They will prepare for and participate in a Socratic Seminar that explores the role of news media in today's society. They will work collaboratively to develop questions and practice note-taking skills in one-on-one interviews, as well as work in a collaborative setting to develop meaningful questions in a press conference format that yield pertinent information required to develop and write news stories.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

Reading

- Why is objectivity essential in journalism and why is it important that the public stay informed through a neutral information source?
- How do news organizations secure the public's trust?
- Why is it important that the public stay informed through a neutral information source?
- How do various media companies convey information on the same subjects in different ways?

Writing

- How does a journalist effectively and ethically gather information?
- How does a journalist sort and structure meaningful information in a news story?
- How does a journalist evaluate a news event and ask meaningful and impactful questions?
- What are fundamental journalistic questioning techniques?

Speaking and Listening

- How has social media changed the way in which people receive their information?
- How has the evolution of social media changed the news industry and news reporting?
- Why have podcasts boomed in popularity in recent years?

Journalism Curriculum Map, Unit 2

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 40%)

Unit mastery test on inverted pyramid style, news determinants, “The 5 Ws” and objectivity/bias
Full-length controlled written news story on assigned topic
Full-length organically written and reported news story
Television news project (script-writing, on-camera reporting)

Formative Assessments (Classwork & Homework = 30%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Vocabulary in Context: quizzes in journalistic vocabulary/reporter’s notebook for identification of words in articles and news stories such as political terms.

Collaborative work: Students will brainstorm and create interview questions, using them to carry out interviews with their classmates. They will also prepare for a collaborative mock news conference.

Quizzes: Reading check quizzes that allow students an opportunity to identify instances of objectivity and bias, which include open-ended responses that require use of textual evidence; quizzes that require identification and application of grammatical conventions.

Twitter Project; a culminating presentation of an online profile, Tweets, and responses to Tweets in a controlled academic environment.

Warm-up & Closure activities: Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.

Socratic Seminar Discussions: Prep-work, including reading and annotation of articles about an event with varying coverage from multiple news sources; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

Reporters’ Notebooks: Responses to news stories, writing ideas, interviewing notes; development of journalistic writing; revisions for word choice, grammar, and sentence structure. Notebook checks & quizzes; collaborative & independent reflections.

Individual writing conferences: Student-teacher and peer-to-peer conference discussions and observations in a news editors style meeting offering opportunity for engagement in self-evaluation and reflection.

“News Room” Meetings: Collaboration activities that require individual responsibilities related to the news industry, including brainstorming & discussion of ideas from various perspectives in the news to replicate decision-making among “co-workers”

Independent reading assessment: Homework, classwork, and quizzes based on reading response and analysis of elements studied in this unit.

Texts

Electronic Texts

- <http://learning.blogs.nytimes.com>
- <https://studentreportinglabs.org/>
- Bookmarked news websites that students can check on a daily basis including but not limited to: cnn.com, foxnews.com, msnbc.com, nytimes.com, washingtonpost.com, southjerseymagazine.com, npr.com, nj.com, inquirer.com
- Twitter profiles of classmates within district that are in journalism program
- Twitter profiles of subjects of interest

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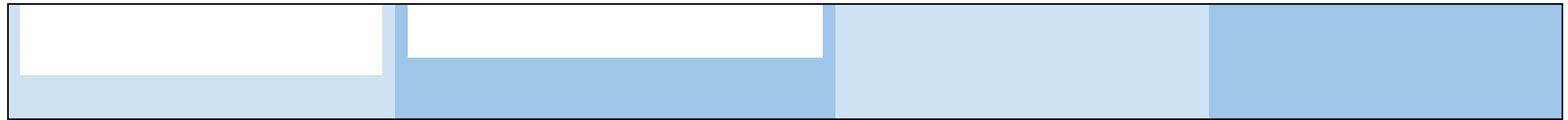
Mentor Texts and Independent Readings

- Excerpts from various news publications including electronic sources.
- Magazine articles from classroom library included but not limited to the New Yorker, Time, ESPN, and magazines of interest
- Clips from *The Newsroom*; various press conferences based on breaking local and national
- Video clips from various news sources showing possible bias in coverage

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u></p> <p>RI. 11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI. 11-12.2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p><u>Text Types & Purposes</u></p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics of texts, using valid and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W. 11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><u>Comprehension & Collaboration</u></p> <p>11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Click here for Seminar Resources</p>	<p><u>Conventions of Standard English</u></p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> • What is objectivity and why is it necessary in journalism? • How do journalists achieve objectivity? • How do news organizations secure the public's trust? • Why is it important that the public stay informed through a neutral information source? • How do various media companies convey information on the same subjects in different ways? • What methods of brainstorming and planning are necessary for effective news writing? 	<ul style="list-style-type: none"> • What are the most effective means of revising and editing a piece of writing? • How does journalistic writing differ from regular prose? • What is standard journalistic structure? • Why is inverted pyramid style considered fundamental journalistic structure? • How does understanding specific journalistic formats impact a writer's ability to communicate effectively? • How can writing conferences be useful when revising written pieces? • How does structure and word choice impact the readability of a piece? • How does a writer add interview/news conference responses to a piece? • How does source material help enhance the quality of a piece? 	<ul style="list-style-type: none"> • What methods of brainstorming and planning are necessary for effective interviewing? • How does a journalist navigate sensitive subjects during an interview? • How do journalists use questions to responses as a catalyst for follow-up questions? • Why is editorial feedback so important when striving to eliminate bias? • What are some commonly used speaking techniques for news television? 	<ul style="list-style-type: none"> • Why is active voice preferable? • What are leading and overly emotional words that lead to bias? • What words best establish journalistic tone? • When is it appropriate to use direct language as opposed to more colorful wording?

Journalism Curriculum Map, Unit 2

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Inverted pyramid
2. Objectivity
3. Active voice
4. Accuracy
5. Balance
6. Sources
7. Sourced material
8. Credibility
9. Cite
10. Journalistic integrity
11. Medium
12. Podcasts
13. Press release
14. Press conference
15. News conference
16. Readability
17. Broadcast
18. Succinct
19. Newsroom
20. Editorial process

Journalism Curriculum Map, Unit 3

created Summer 2019

QUICK GUIDE:

Unit Title & Summary: Personal Perspectives: Provocative Storytelling & Persuasive Writing

This unit addresses editorial and column writing, as well as the production and development of podcasts.

The unit emphasizes how journalists assess breaking news, current events, and modern issues and then development meaningful, impactful opinions on these issues by utilizing argumentative techniques.

There will be additional emphasis on how effectively brainstorm podcast concepts, develop a segment structure, and how to create a meaningful and enjoyable experience for prospective listeners.

Students will read argumentative texts (columns and editorials) and evaluate how journalists use various techniques to build strong and convincing opinions to inform the public. They will write regularly in workshop assignments to practice formulating and supporting opinions and write formalized editorial pieces on a current event. They will engage in the journalistic editorial process, offering feedback and suggestions for growth. They will develop speaking and listening skills by developing engaging segments through the production and execution of podcasts.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

Reading

- How does an understanding of specific journalistic formats impact a writer's ability to communicate effectively?
- What makes an opinion valid?
- How has new media impacted the field of journalism?

Writing

- What makes for a good editorial topic?
- What are the main methods of argumentation?
- What are the various styles and formats of editorials?
- Why is editorial writing an important journalistic function?
- How does specific word choice enhance the power and effectiveness of our words?
- How are research and reporting methods utilized in an opinion piece?

Speaking and Listening

- How have new technologies impacted the field of journalism?
- What are the some of the commonalities of a successful podcast?
- What are the different ways to structure and segment a podcast?
- How can audio technology be used to create a different perspective than text on a specific story or area of interest?

Journalism Curriculum Map, Unit 3

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 40%)

Full-length editorial piece

The development and production of successful podcasts

Socratic seminar on effective argumentation

Formative Assessments (Classwork & Homework = 30%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Vocabulary in Context: quizzes on ethos, pathos, logos/reporter's notebook for identification of powerful persuasive words in mentor texts

Collaborative work: Students will brainstorm and create podcast concepts and individual episode ideas, building in different segments to create a structured and entertaining program; students will engage in the editorial process, using their knowledge of emphasized principles to edit and make meaningful suggestions for improvement.

Quizzes: Reading check quizzes that allow students an opportunity to identify instances of good persuasive writing on current events and current world and community issues. These quizzes will include open-ended responses that challenge students to assess and evaluate the form and structure of mentor texts, while also allowing an opportunity for them to voice their own opinions and reflect.

Twitter Project; a culminating presentation of an online profile, Tweets, and responses to Tweets in a controlled academic environment.

Warm-up & Closure activities: Activities related to learning objectives that engage students in applying skills, evaluating texts, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.

Socratic Seminar Discussions: Prep-work, including reading and annotation of articles with pointed analysis and opinion of current events; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

Reporters' Notebooks: Responses to opinion pieces, writing ideas, interviewing notes; development of journalistic writing; revisions for word choice, grammar, and sentence structure. Notebook checks & quizzes; collaborative & independent reflections.

"Newsroom" Meetings: Collaboration activities that require individual responsibilities related to the news industry, including brainstorming & discussion of ideas from various perspectives in the news to replicate decision-making among "co-workers"

Independent reading assessment: Homework, classwork, and quizzes based on reading response and analysis of elements studied in this unit.

Podcast Planning: Prep-work for podcast production, which includes content research and segment planning

Journalism Curriculum Map, Unit 3

Texts

Electronic Texts

- <http://learning.blogs.nytimes.com>
- <https://studentreportinglabs.org/>
- Bookmarked news websites that students can check on a daily basis including but not limited to: cnn.com, foxnews.com, msnbc.com, nytimes.com, washingtonpost.com, southjerseymagazine.com, npr.com, nj.com, inquirer.com
- Twitter profiles of classmates within district that are in journalism program
- Twitter profiles of subjects of interest

Mentor Texts and Independent Readings

- Excerpts from various news publications including electronic sources.
- Clips from mentor podcasts such as Serial, Up First, sports podcasts
- Magazine articles from classroom library included but not limited to the New Yorker, Time, ESPN, and magazines of interest
- Clips on breaking news both local and national.
- Clips from debate shows such as *Crossfire*, *Meet the Press*, *Pardon The Interruption*, and *First Take*
- Clips from various news sources showing possible bias in coverage

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<u>Key Ideas & Structure</u>	<u>Text Types & Purposes</u>	<u>Comprehension & Collaboration</u>	<u>Conventions of Standard English</u>
<p>RI. 11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI. 11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI. 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics of texts, using valid and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL. 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p> <p>SL.11-12.4 Present information, findings and</p>	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6 Acquire and use accurately general academic and</p>

Journalism Curriculum Map, Unit 3

<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI. 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>W. 11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Click here for Seminar Resources</p>	<p>domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> • What makes an effective editorial? • Why is editorial writing an important journalistic function? • How can writers influence society, promote critical thinking, impact public policy? • Why have podcasts become an emerging medium in recent years? • How do we identify persuasive writing? 	<ul style="list-style-type: none"> • What are the most effective means of revising and editing a piece of writing? • How do writers effectively implement persuasive techniques? • How does specific word choice enhance a text's meaning, impact, and persuasiveness? • How does understanding specific journalistic formats impact a writer's ability to communicate effectively? • How can writing conferences be useful when revising written pieces? • How does structure and word choice impact the readability of a piece? • How do tone and structure influence understanding and impact of persuasive writing? 	<ul style="list-style-type: none"> • How do we respectfully challenge the ideas of others? • What are the preferred speaking techniques to promote clear and poignant speech? • What are some various speaking techniques to enhance persuasive impact? • What are some speaking techniques for on-air conversations that promote clarity and thought-provoking conversation? • How do professionals engage in collaborative conversations for planning purposes? • How do we actively listen to an on-air partner? 	<ul style="list-style-type: none"> • What words create more poignant arguments? • What words best establish journalistic tone? • What words best establish an argumentative tone that promote debate.

Journalism Curriculum Map, Unit 3

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Podcasts
2. Production
3. Segments
4. New media
5. Streaming
6. Ethos
7. Logos
8. Pathos
9. Editorial
10. Column
11. Argumentation
12. Current events
13. Broadcast
14. Banter
15. Development

Journalism Curriculum Map, Unit 4

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QUICK GUIDE: [Standards for Learning](#), [Sample Questions for Lesson Planning](#), [Unit 4](#)

[Vocabulary](#)

Unit Title & Summary: Sports, Entertainment, and Feature Writing

This unit addresses the understanding of the procedures of sports, entertainment, and feature writing used by journalists. These writing skills will be developed through the exploration of various mentor texts of these various genres.

The unit emphasizes the duties and responsibilities of sports, entertainment, and feature writers.

There will be additional emphasis on developing the foundations needed for students to polish and develop their own journalistic writing.

Students will engage in collaborative activities, including Socratic Seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How does a journalist effectively and ethically gather information?

How does a writer successfully use text to inform, report fact to, engage, and attract readers?

What are the primary functions of a sports writer?

What are the components of good sports writing?

How does a prospective journalist break into the sports journalism industry?

How has technology and social media altered sports coverage?

How do sportswriters develop angles for the stories they write?

What ethics do sportswriters follow when it comes to on-the-record and off-the-record communications?

How do sportswriters develop relationships with players and other important organizational members in order to get inside information?

How does sports writing differ from other types of journalism?

What are the responsibilities of entertainment writers?

What is the style, form, and content of a typical entertainment piece?

What distinguishes reputable entertainment from tabloid writing?

What is the style, form, and content of feature writing?

How do journalists dig deep to write detail-oriented and moving profile pieces?

What are the necessary steps needed in order to revise and improve various pieces of journalism?

Where do ideas for feature pieces come from?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 40%)

- Unit Mastery Test on sports, entertainment and feature writing within journalism.
- Investigative News Story via news article style, video or vlog style
- Features News Story on chosen subject or person
- Podcast Project; a culminating season of Podcasts episodes on one particular subject in a controlled academic environment.
- Twitter Project; a culminating presentation of an online profile, Tweets, and responses to Tweets in a controlled academic environment.

Journalism Curriculum Map, Unit 4

Formative Assessments (Classwork & Homework = 30%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Vocabulary in Context: quizzes in journalistic vocabulary/reporter's notebook for identification of words in articles and news stories such as political terms.

Cornell Notes: Notebook checks & quizzes; collaborative & independent reflections.

Quizzes: Reading check quizzes that require recall of journalistic historical events; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence in a journalistic writing style.

Warm-up & Closure activities: Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.

Socratic Seminar Discussions: Prep-work, including reading and annotation of articles; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.

Reporters' Notebooks: Responses to news stories, writing ideas, interviewing notes; development of journalistic writing; revisions for word choice, grammar, and sentence structure.

Individual writing conferences: Student-teacher and peer-to-peer conference discussions and observations in a news editors style meeting offering opportunity for engagement in self-evaluation and reflection.

Class participation and Homework: Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on article annotations; student-based questions; and analysis of articles in terms of biased writing, libelous claims, and ethical issues.

Independent reading assessment: Homework, classwork, and quizzes based on reading response and analysis of elements studied in this unit.

Texts:

Formal Textbooks

- *The Art and Craft of Feature Writing*
- *Pulitzer Prize Feature Stories*
- *Sports Journalism: An Introduction to Reporting and Writing*
- <https://studentreportinglabs.org/>

Electronic Texts

- Journalistic documentaries such as *Hoop Dreams*, *BlackFish*
- Bookmarked news websites that students can check on a daily basis including but not limited to: espn.com, crossingbroad.com, bleacherreport.com, bleedinggreennation.com, courierpost.com, philly.com, nj.com, athletic.com, etonline.com, huffingtonpost.com, tmz.com, eonline.com
- Twitter profiles of classmates within district that are in journalism program
- Twitter profiles of subjects of interest, entertainment and sports writers
- <https://studentreportinglabs.org/>

Mentor Texts and Independent Readings

- Excerpts from various news publications including electronic sources.
- Magazine articles from classroom library included but not limited to the *New Yorker*, *Time*, *ESPN*, and magazines of interest
- *Hoop Dreams*, *Chef's Table*, *Running to the Edge*, *Inside the Empire: The True Story of the NY Yankees*, *The Great American Sports Page*, *Beyond the Red Carpet*

Journalism Curriculum Map, Unit 4

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<p><u>Theme/Central Idea-R1/2/3:</u> Determine central ideas of sports, feature and entertainment texts and compare them to typical standard news articles.</p> <p><u>Author's Choice-R3:</u> Analyze the impact of the author's choices in style, interviews, and subjective presentations of subject matter written in articles, online news, broadcasts and podcasts..</p> <p><u>Vocabulary & Word Choice-R4:</u> Identify content-specific words in nonfiction writing and connect to the author's purpose in sports, investigative, and entertainment reporting.</p> <p><u>Style & Point of View-R6/R9:</u> Analyze the effect of irony, understatement, and/or sarcasm on point of view within an article and how that shapes the reader's viewpoint on the subject.</p> <p><u>Diverse Formats-R7.:</u> Integrate and evaluate content presented in diverse media and formats to determine the best venue when presenting information in media.</p> <p><u>Range of Reading RI.11-12.10</u> Nonfiction (seminar texts, supplemental texts) News Articles Feature Articles</p>	<p><u>Text Types & Purposes-W2/3:</u> Compose original news features, sports articles, investigative reports that adhere to journalistic rules and style per article subject.</p> <p><u>Information Writing-W.11-12.4.:</u> Produce clear and coherent articles, posts, scripts, and blogs in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><u>Writing Workshop:</u> Use mentor texts to note different structures writing; use reporter's notebooks entries to develop cohesive articles or features.; writing may reflect personal views & demonstrate effective use of sentence structure and word choice</p> <p><u>News Room Editing-W.4, W.5, & W.6:</u> Write, revise, and edit a rough draft for content and organization, grammar and mechanics geared toward journalistic rules, guidelines and typical edits.</p> <p><u>Range of Writing-W.11-12.10.:</u> Twitter posts, Podcast Season Presentation, and maintenance of profile, reporter's notebook & articles on various subject matters.</p> <p><u>Research to Build & Present Knowledge-W.11-12.7.:</u> Use evidence from readings, interviews and research to answer questions or solve a problem</p>	<p><u>Review of Socratic Seminar Procedures-SL1:</u> -preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><u>Comprehension & Collaboration-SL.11-12.1/2/3:</u> Initiate and participate effectively in a range of collaborative discussions in a newsroom style format building on each others' ideas and expressing their own clearly and persuasively.</p> <p><u>Mini- Seminars-SL4/5/6:</u> Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of heroes and how fiction reflects culture/society</p> <p><u>Full-class Socratic Seminar-SL4/5/6:</u> Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase</p>	<p><u>Conventions of Standard English-L1.-3:</u> Use appropriate sentence structure to achieve the purpose of conveying information.</p> <p><u>Knowledge of Language-L3/4:</u> Revise for content, organization, and word choice; vary syntax according to journalistic rules and style.</p> <p><u>Vocabulary Acquisition & Use-L4-6:</u> Demonstrate understanding of phrases vs. clauses. Use appropriate sentence structure to avoid run-ons and fragments. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric. Use context clues to determine meaning and use reference sources as needed to confirm the meanings of words. Demonstrate independent gathering of in-text vocabulary knowledge.</p> <p><u>Vocabulary Acquisition & Use L.11.4, L.11.5, L.11.6</u> Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs.</p>

Journalism Curriculum Map, Unit 4

Magazine Articles Mentor Texts Independent Reading Blogs Discussion Boards and Posts	within a feature article. Range of Writing W.11-12.10. Writing Workshop News Articles (Sports, Features, Investigative, and Entertainment Topics) Twitter Profile & Feed Podcast Episode Scripts Blogs	and summarize ideas of others; set individual and group goals Presentation of Knowledge & Ideas-SL.11-12.4-6: Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.	connotation of words; differentiate between the nuances of words; gather vocabulary knowledge independently.
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Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<ul style="list-style-type: none"> Why does an author include specific details in a passage? How can symbols help identify the author's purpose in writing? How do the choices a writer makes regarding figurative language, diction, grammar, and mechanics affect the way we read and interpret text? 	<ul style="list-style-type: none"> How does a writer best communicate personal experiences? What is the importance of structure in writing? How does engaging in the writing process to improve the quality of writing overall? How does a writer use specific language/diction to communicate information and/or opinion? 	<ul style="list-style-type: none"> How can we use collaborative discussion to expand our understanding of current news, ourselves, and our world? How can we synthesize views to achieve consensus in collaborative discussions? How do we respectfully challenge the ideas of others? 	<ul style="list-style-type: none"> How can sentence structure and reflect the author's purpose? How can intentional deviation from grammatical convention reflect author's purpose? How do compound-complex sentences function in a text? How does vocabulary study improve our abilities as readers and writers??

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

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| 1. Prominence | 5. Enterprise copy | 13. Evergreen Story |
| 2. Sensational | 6. Exclusive | 14. Blog |
| 3. Feature | 7. Investigative Reporting | 15. Podcast |
| 4. Bright | 8. Op-ed page | 16. Review |
| | 9. Running Story | |
| | 10. Slant | |
| | 11. Stringer | |
| | 12. Editorial | |