

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Journalism**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Journalism/History, Laws, Ethics, and Style</p>	<p><b>Unit Summary:</b> In order to develop the necessary fundamental skills required for an entry-level journalist, students will examine the history of American journalism, journalistic laws, and ethics. Students will also begin to develop their writing skills with a journalistic style.</p>
<p><b>Grade Level(s):</b> 10-12</p>	
<p><b>Essential Question(s):</b></p> <p><b>Reading History</b></p> <ul style="list-style-type: none"> <li>• What aspects of American media history influenced current media?</li> <li>• What laws govern journalists in real-life journalistic professions?</li> <li>• What ethical codes guide journalists in real-life journalistic professions?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How does journalistic writing differ from regular prose?</li> <li>• How can writing styles influence readers and public opinion?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <p><b>Reading History</b></p> <ul style="list-style-type: none"> <li>• There is nothing more important to a democracy than a well-informed electorate.</li> <li>• The freedom of speech is an unalienable right, which must be protected in order to maintain our democracy.</li> <li>• American media has significantly influenced the country's history.</li> <li>• American media is in a constant state of flux.</li> <li>• A deep understanding of the laws that govern the media is essential in this real-world profession.</li> <li>• Journalists may be held liable for infractions and the consequences for such an offense may damage that journalist's credibility and thus render him/her ineffective and unemployable.</li> <li>• Accuracy in reporting is not only important to avoid libel charges and maintain a journalist's credibility, but is also ethically necessary.</li> <li>• The media influences public opinion in tangible ways and therefore maintaining high ethical standards is part of being a professional and a moral citizen.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Journalistic writing should present facts in fair, unbiased language.</li> <li>• There are a variety of journalistic writing styles that are dependent upon the type of article one is writing.</li> <li>• Proper syntax, grammar, and mechanics are of the utmost importance in journalistic writing because an attention to these details speaks to one's credibility, which is a journalist's most valuable asset.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b><u>Reading History</u></b>	
1. Recognize significant figures in American media history and how those figures influenced today's media.	1. RH. 11-12.1, 2, 3, 4
2. Explain pertinent laws that govern the media such as libel.	2. RH. 11-12.1, 2, 3, 4
3. Explain how to avoid infractions of the law.	3. RH. 11-12.3
4. Differentiate between which stories are news worthy and which stories are considered to be "yellow journalism".	4. RH. 11-12.1,2, 3, 4
5. Examine and debate historical ethical issues.	5. RH. 11-12.7
<b><u>Writing</u></b>	
6. Analyze articles and news copy by applying knowledge of the text, making real-life connections, and synthesizing notes and classroom discussions to arrive at a logical, well-developed answer to a given prompt.	6.W.9.3a; W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4
7. Compose original articles that demonstrate the basic knowledge of news reporting structure, style, syntax, grammar, and mechanics.	7. W.9.3; W.9.3a;
8. Use programs such as Power Point, Prezi, SmartBoard Tools, and YouTube to enhance instruction by making lessons more interactive and allowing students to use their individual creativity.	W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4; W.9.5; W.9.6
9. Demonstrate the use of figurative language such as simile, metaphor, hyperbole and imagery.	8. W.9.6; W.9.8
10. Incorporate the use of new vocabulary in the context of the given writing prompt.	9. W.9.3
<b><u>Speaking and Listening</u></b>	10. L.9.1b; L.9.4b
11. Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions.	11. SL.9.1a-d; SL.9.2; SL.9.3; SL.9.4; SL.9.5
12. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing	12. SL.9.5; SL.9.1a; SL.9.1b; SL.9.1c; SL.9.1d; SL.9.1e; SL.9.3; SL.9.5a
<b><u>Language</u></b>	
13. Demonstrate understanding of phrases vs. clauses.	13. L.9.1; L.9.1b; L.9.2;
14. Use appropriate sentence structure to avoid run-ons and fragments.	L.9.2a; L.9.2b; L.9.2c
15. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.	14. L.9.4a; L.9.4b
16. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words.	15. L.9.1-2
17. Interpret use of figurative language and analyze its effect in a given text, especially in regard to characterization and mood.	16. L.9.4; L.9.6
18. Demonstrate independent gathering of vocabulary knowledge.	17. L.9.5
	18. L.9.4,6

## Inter-Disciplinary Connections:

### **History:**

- Study of significant figures, events, legal cases, and politics that have either shaped or been shaped by American media.

### **English:**

- Syntax, mechanics, grammar, and style techniques.

### **Film Study**

- View and respond to *Shattered Glass* and episodes of HBO's *The Newsroom*.

## Students will engage with the following text:

### **Formal Textbooks**

- *Journalism Today*
- *Journalistic Writing*

### **Electronic Texts**

- <http://learning.blogs.nytimes.com>

### **Mentor Texts**

- Excerpts from various news publications including electronic sources.

### Accommodations/Modifications

- Incorporate media/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- Repeat, clarify, and/or reread passages if needed to ensure comprehension of literary devices
- Chunk longer passages and have student verbally demonstrate understanding before moving on
- Use graphic organizers and/or mental models for vocabulary instruction

## **Students will write:**

### **Current Events**

- Includes summaries of mentor articles.

### **Ledes**

- Opening paragraphs for hard news articles.

### **Biography**

- MLA style paper about a major news figure.

### **Accommodations/Modifications**

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Provide check lists or step-by-step directions
- Reduce length of assignments if needed
- Extended time on writing assignments if needed
- Repeat, rephrase and/or orally explain all writing prompts to ensure comprehension of task

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### **Whole Group Collaboration:**

- **Mini-lessons:** on ledes, journalistic writing techniques including structure, clarity, active voice, verbs, adverbs, and speech tags.
- **Cornell Note-taking:** Historical background on significant journalists, events, legal cases, and ethical codes.
- **Socratic Seminar:** Review of ground rules, procedures, and goals; centered on examining different ethical issues that allow student engagement in the evaluation of significant ethical questions.  
*Sample Questions:* How can we determine whether or not a story is news worthy? When should a journalist protect his/her sources? Just because a story is reportable, should a journalist report it?

##### **Small-Group Collaboration:**

*Students will explore the following topics through collaborative activities such as Think, Pair, Share.*

- **Text analysis, annotations, and citations-** Primary source analysis of text excerpts to determine meaning, structure, syntax, mechanics, grammar, and style.
- **Vocabulary in Context-** Collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original context that relate to students' lives.
- **Writing Workshop Conferences:** Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise.
- **Reporter's Notebooks responses:** compare/contrast two articles; draft ledes and biography paper; summarize current events.

##### **Individual Assignments:**

- **Reporter's Notebook:** Used for imitating mentor texts, crafting lede paragraphs, and drafting biography paper.
- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of readings and/or used in context of instructional lessons.
- **Independent Reading:** Use Reporter's notebook to respond to published articles, with particular emphasis on elements studied in this unit (libel, ethics, bias...etc.).
- **Writing Workshop Assignment:** Original ledes and biography paper.

**Technology:**

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various texts, pictures, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

**Accommodations/Modifications**

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

**Bloom's Levels:** *Remembering, Understanding, Applying*

**Vocabulary in Context:** Notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.

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

**Quizzes:** Reading check quizzes that require recall of textbook elements, events; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.

**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.

**Whole-class observations, discussion, and questioning**

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

**Reporters' Notebooks:** Responses to independent reading; collection of writing ideas; 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 offer opportunity for teacher evaluation; students should also engage 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 the following: text 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.

### Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide study guide before assessment
- Grade based upon content not creativity
- Select cooperative learning groups to ensure success of all students

## **Summative Assessments:**

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

**Bloom's Levels:** *Understanding, Applying, Analyzing, Evaluating*

- Unit Mastery Test
- MLA style biography paper

## **Accommodations/Modifications:**

- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing; enlarge font of necessary
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Extended Time if needed



# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Journalism**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Journalism/Ideas, Interviews, Quotes, and Genres</p>	<p><b>Unit Summary:</b> This unit is designed to aid students to successfully conduct interviews and then use quoted material to compose effective original articles. Students will also examine the different types of article structures that are dependent on the subject of the article and on the medium of the writing. The unit culminates with an original article writing assignment.</p>
<p><b>Grade Level(s):</b> 10-12</p>	
<p><b>Essential Question(s):</b></p> <p><b><u>Reading Informational Text and Writing</u></b></p> <ul style="list-style-type: none"> <li>• How do professional journalists determine which stories to cover?</li> <li>• How do professional journalists use diction and connotation to fairly present information to their readers?</li> <li>• What is the best form for different subject matters of news stories?</li> <li>• How can a journalist smoothly incorporate quoted material into an article?</li> <li>• How do professional journalists prepare for an interview?</li> <li>• What are the essential questions for a journalist to ask in an interview?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <p><b><u>Reading Informational Text:</u></b></p> <ul style="list-style-type: none"> <li>• Professional journalists use neutral connotations to present unbiased information to the public depending on the subject of their writing.</li> <li>• Genres and mediums for newswriting are dependent upon the subject of the story.</li> <li>• Published journalism differs from other forms of prose in style and structure.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Journalistic writing should present facts in fair, unbiased language.</li> <li>• There are a variety of journalistic writing styles that are dependent upon the type of article one is writing.</li> <li>• Proper syntax, grammar, and mechanics are of the utmost importance in journalistic writing because an attention to these details speaks to one's credibility, which is a journalist's most valuable asset.</li> </ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b><u>Reading Informational Text</u></b></p> <ol style="list-style-type: none"><li>1. Cite strong and thorough textual evidence to support analysis of what published articles says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li><li>2. Determine two or more central ideas of an article and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text.</li><li>3. 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 an article.</li><li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a professional journalist uses and refines the meaning of a key term or terms over the course of an article.</li><li>5. Analyze and evaluate the effectiveness of the structure a professional journalist uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li><li>6. Determine a professional journalist’s point of view or purpose in an article in which rhetoric is particularly effective, analyzing how style and content contribute to the power or persuasiveness of the article.</li><li>7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li></ol>	<ol style="list-style-type: none"><li>1. RI. 11-12.1</li><li>2. RI. 11-12.2</li><li>3. RI. 11-12.3</li><li>4. RI. 11-12.4</li><li>5. RI. 11-12.5</li><li>6. RI. 11-12.6</li><li>7. RI. 11-12.7</li></ol>
<p><b><u>Writing</u></b></p> <ol style="list-style-type: none"><li>8. Analyze articles and news copy by applying knowledge of the text, making real-life connections, and synthesizing notes and classroom discussions to arrive at a logical, well-developed answer to a given prompt.</li><li>9. Compose original articles that demonstrate the basic knowledge of news reporting structure, style, syntax, grammar, and mechanics.</li><li>10. Use programs such as Power Point, Prezi, SmartBoard Tools, and YouTube to enhance instruction by making lessons more interactive and allowing students to use their individual creativity.</li><li>11. Demonstrate the use of figurative language such as simile, metaphor, hyperbole and imagery.</li><li>12. Incorporate the use of new vocabulary in the context of the given writing prompt.</li></ol>	<ol style="list-style-type: none"><li>8.W.9.3a; W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4</li><li>9. W.9.3; W.9.3a; W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4; W.9.5; W.9.6</li><li>10. W.9.6; W.9.8</li><li>11. W.9.3</li><li>12. L.9.1b; L.9.4b</li></ol>

**Speaking and Listening**

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

**Language**

- 15. Demonstrate understanding of phrases vs. clauses.
- 16. Use appropriate sentence structure to avoid run-ons and fragments.
- 17. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.
- 18. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words.
- 19. Interpret use of figurative language and analyze its effect in a given text, especially in regard to characterization and mood.
- 20. Demonstrate independent gathering of vocabulary knowledge. |

**13.** SL.9.1a-d; SL.9.2; SL.9.3; SL.9.4; SL.9.5  
**14.** SL.9.5; SL.9.1a; SL.9.1b; SL.9.1c; SL.9.1d; SL.9.1e; SL.9.3; SL.9.5a

**15.** L.9.1; L.9.1b; L.9.2; L.9.2a; L.9.2b; L.9.2c  
**16.** L.9.4a; L.9.4b  
**17.** L.9.1-2  
**18.** L.9.4; L.9.6  
**19.** L.9.5  
**20.** L.9.4,6

**Inter-Disciplinary Connections:**

**Social Studies:**

- Study of current events.

**English:**

- Syntax, mechanics, grammar, and style techniques.

**Film Study**

- View and respond to episodes of HBO's *The Newsroom*. |

## **Students will engage with the following text:**

### **Formal Textbooks**

- *Journalism Today*
- *Journalistic Writing*

### **Electronic Texts**

- <http://learning.blogs.nytimes.com>

### **Mentor Texts**

- Excerpts from various news publications including electronic sources.

### **Accommodations/Modifications**

- Incorporate media/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- Repeat, clarify, and/or reread passages if needed to ensure comprehension of literary devices
- Chunk longer passages and have student verbally demonstrate understanding before moving on
- Use graphic organizers and/or mental models for vocabulary instruction

## **Students will write:**

### **Current Events**

- Includes summaries of mentor articles.

### **Ledes**

- Opening paragraphs for hard news articles.

### **Original Article**

- Mimics the style of professionally published news articles and includes quoted material from student-conducted interviews.

### **Accommodations/Modifications**

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Provide check lists or step-by-step directions
- Reduce length of assignments if needed
- Extended time on writing assignments if needed
- Repeat, rephrase and/or orally explain all writing prompts to ensure comprehension of task

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills.

##### Whole Group Collaboration:

- **Mini-lessons:** on ledes, journalistic writing techniques including structure, clarity, active voice, verbs, adverbs, speech tags, and incorporating quoted material.
- **Demonstrations of Interviews:** students will perform mock interviews and peer evaluate their classmates' questions, follow-up questions, and interview styles.
- **Cornell Note-taking:** effective interview techniques, article genres, and news mediums.
- **Socratic Seminar:** Review of ground rules, procedures, and goals; centered on examining different ethical issues that allow student engagement in the evaluation of significant ethical questions.

*Sample Questions:* How does connotation affect a reader? How would an article affect an audience in a different medium? How can a question lead an interviewee inappropriately?

##### Small-Group Collaboration:

*Students will explore the following topics through collaborative activities such as Think, Pair, Share.*

- **Text analysis, annotations, and citations-** Primary source analysis of text excerpts to determine meaning, structure, syntax, mechanics, grammar, and style.
- **Vocabulary in Context-** Collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original context that relate to students' lives.
- **Writing Workshop Conferences:** Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise.
- **Reporter's Notebooks responses:** compare/contrast two articles; draft ledes and hard news article; summarize current events.

##### Individual Assignments:

- **Reporter's Notebook:** Used for imitating mentor texts, crafting lede paragraphs, interview questions, and drafting hard news articles. Notebooks will also be used for recording interview notes.
- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of readings and/or used in context of instructional lessons.
- **Independent Reading:** Use Reporter's notebook to respond to published articles, with particular emphasis on elements studied in this unit (connotation, structure, genre, mediums, quotes...etc.).
- **Writing Workshop Assignment:** Original ledes and hard news article.

**Technology:**

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various texts, pictures, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

**Accommodations/Modifications**

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

**Bloom's Levels:** *Remembering, Understanding, Applying*

**Vocabulary in Context:** Notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.

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

**Quizzes:** Reading check quizzes that require recall of textbook elements, events; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.

**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.

**Whole-class observations, discussion, and questioning**

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

**Reporters' Notebooks:** Responses to independent reading; collection of writing ideas; 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 offer opportunity for teacher evaluation; students should also engage 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 the following: text 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.

### Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide study guide before assessment
- Grade based upon content not creativity
- Select cooperative learning groups to ensure success of all students

## **Summative Assessments:**

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

**Bloom's Levels:** *Understanding, Applying, Analyzing, Evaluating*

- Unit Mastery Test
- Hard news article

## **Accommodations/Modifications:**

- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing; enlarge font of necessary
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Extended Time if needed



# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Course Name: Journalism

Course Number: 015300

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Journalism Unit 3: Editorials and New Media</p>	<p><b>Unit Summary:</b> This third unit is designed to help students learn enhance their argumentative writing skills through the exploration of various editorial styles found in various mentor text selections. Students will learn how to articulate informed and forceful opinions on current issues impacting our society by crafting authentic writing pieces. Additionally, this unit seeks to guide students' understanding of how social media is being utilized as a journalistic device and has changed the landscape of modern journalism from a print-focused enterprise to one relying on quick-hitting information delivered via social media platforms.</p>
<p><b>Grade Level(s):</b> 10, 11, 12</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• People construct their views on the world by exploring important social issues</li> <li>• Well-rounded students aren't afraid to articulate opinions</li> <li>• Argumentation skills are necessary to cultivate productive conversation that breeds life-long learning</li> <li>• Responsible and informed citizens question their values in relationship to group norms.</li> <li>• Entertaining various perspectives leads to broader understanding.</li> <li>• Understanding the growing dependency on technology creates more responsible consumers</li> <li>• Understanding our communication patterns and tendencies creates a more self-aware society</li> <li>• Proper syntax, grammar, and mechanics are of the utmost importance in journalistic writing because an attention to these details speaks to one's credibility, which is a journalist's most valuable asset.</li> </ul>
<p><b>Essential Question(s):</b></p> <p>How does media influence public perception?</p> <p>How are argumentative pieces stylistically developed?</p> <p>What makes a well-developed and poignant argument?</p> <p>How does a writer develop credibility and trust in an editorial?</p> <p>Why is it a valuable skill to develop strong argumentation skills?</p> <p>How do journalists utilize social media?</p> <p>What are the journalistic benefits of social media?</p> <p>What are the journalistic pitfalls of social media?</p> <p>How has social media drastically changed the business models of news corporations?</p> <p>How has social media changed the roles and duties of journalists?</p> <p>How has the evolution of technology changed the job market for journalists?</p> <p>Why is it important to understand the impact of social media on American culture?</p>	

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b>1.</b> to plan, compose, revise, and edit a variety of writing assignments a. to utilize the proper conventions of English grammar b. to evaluate writing individually c. to organize ideas using transitions and journalistic paragraph structure d. to form academic and credible opinions in written responses to real world issues e. to experiment with various writing styles	<b>1.</b> W.11-12.1a-e W.11.12.4 W.11.12.5
<b>2.</b> Construct a persuasive argument in the form of an editorial through the application of strategies such as emotional and logical appeal, presentation of factual evidence, counterargument, repetition, parallelism, and rhetorical questions	<b>2.</b> W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10
<b>3.</b> to utilize and incorporate various forms of technology and social media a. to make strategic use of digital media and visual displays to express and enhance presentations b. To examine the credibility of diverse media sources c. to integrate and evaluate content presented in diverse media and formats. d. to compose, edit, revise, publish, and distribute writing samples using various on- and offline programs e. To evaluate the positive and negative journalistic impact of social media	<b>3.</b> SL.11-12.1a-d SL.11.12.2 SL.11.12.5 W.11-12.10

### Inter-Disciplinary Connections:

English(Reading comprehension; annotation; evaluation of style and content; composition using persuasive writing techniques)

History (Discussion of historical events to develop understanding of traditional social-norms to be explored and perhaps challenged through editorial writing)

### Students will engage with the following text:

**Textbooks:** *Journalistic Writing: Building the Skills, Honing the Craft* by Robert M. Knight

*Glencoe Journalism Today* by Donald L. Ferguson

#### **Electronic Texts:**

<http://learning.blogs.nytimes.com>

**Mentor Texts:** *Texts will be selected from a variety of newspapers, blogs, and magazines*

**Students will write:**

- **Open-ended responses on quizzes/tests: Short answer responses, open-ended responses using textual evidence.**
- **Multiple argumentative editorial pieces**
- **An expository essay on the evolution of social media in our society and in the field of journalism**

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- **Cornell Notes – Notes on elements of editorial writing (style, form, content) and notes on cultural and journalistic impact of social media**
- **Mentor texts**
- **Writer’s Workshops - individual writing conferences; peer conferences to revise and edit editorials**
- **Mentor texts: various stylistic examples of good editorial writing**
- **Mentor texts: Mentor texts from various online news publications that detail the impact of social media**
- **Modeling writing - show student and teacher examples; discuss different approaches;**  
**monitor class work time**
- **Independent reading**
- **Class discussion – Why discuss social media? How is social media changing journalism? How does editorial writing help further our own intellectual capability?**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

**The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.**

- Quizzes to assess understanding of vocabulary & readings
- homework, to practice applying skills, including vocabulary, reading & annotation
- participation, to practice applying skills, including completion of class work, asking questions, responding to questions
- discussion, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
- Socratic Seminars, to engage in analysis, including active listening, appropriate responses to opening question and emerging dialogue, reference to text, synthesis of material, reflection on process, extraction and discussion of main ideas/issues in text
- written responses, to engage in analysis, application of skills and to assess understanding of key concepts

### **Accommodations/Modifications:**

- **extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support**

### **Summative Assessments:**

**The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text:**

- Final drafts of editorial pieces—formal writing will be used to evaluate the students' understanding of the style, form, and content as well as their ability to properly implement concepts of argument
- Unit Test

### **Accommodations/Modifications:**

- **extra time; after-school support; supplementary readings to expand in-class activities**

### **Performance Assessments:**

- The following assessments require students to transfer knowledge in the creation of original work:**
- **Essays:** to assess ability to analyze, evaluate, and explain the impact of social media and how its utilized by journalists

### **Accommodations/Modifications:**

- **Extra time; after-school support**

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Course Name: Journalism

Course Number: 015300

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Journalism Unit 4: Sports, Entertainment, and Feature Writing</p>	<p><b>Unit Summary:</b> This fourth unit is designed to help students learn enhance their 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. Students will learn the duties and responsibilities of sports, entertainment, and feature writers. Additionally, this unit seeks to develop the foundations needed for students to polish and develop their own journalistic writing.</p>
<p><b>Grade Level(s):</b> 10, 11, 12</p>	<p><b>Enduring Understanding(s):</b> <b><u>Study of Sports Journalism:</u></b></p> <ul style="list-style-type: none"> <li>•Sports help explain cultural and societal norms.</li> <li>•Many people gain an understanding of one’s own values and morals by evaluating different issues stemming from the sports world.</li> <li>•Genres and mediums for sports journalism are dependent upon the subject of the story.</li> <li>•The style and delivery of sports journalism differs from that of traditional news pieces.</li> <li>•There is an elaborate process that requires a great deal of work to become a full-time sports journalist.</li> <li>•The success and credibility of a journalist is often predicated upon his/her ability to create and maintain trustworthy relationships.</li> </ul> <p><b><u>Study of Entertainment Writing:</u></b></p> <ul style="list-style-type: none"> <li>•Entertainment coverage helps explain cultural and societal ideals.</li> <li>•Genres and mediums for entertainment journalism are dependent upon the subject of the story.</li> <li>•The style and delivery of entertainment journalism differs from that of traditional news pieces.</li> </ul> <p><b><u>Study of Features:</u></b></p> <ul style="list-style-type: none"> <li>•There are a variety of journalistic writing styles that are dependent upon the type of article one is writing.</li> <li>•Proper syntax, grammar, and mechanics are of the utmost importance in journalistic writing because an attention to these details speaks to one’s credibility, which is a journalist’s most valuable asset</li> <li>•Feature writing piques human interest, explores human nature, and helps readers understand the human condition</li> </ul>
<p><b>Essential Question(s):</b> 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 constitutes as newsworthy when it comes to sports writing? 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?</p>	

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?

•The use of narrative and expository writing concepts are integral to effective feature writing.



## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
<p><b>1.</b> to plan, compose, revise, and edit a variety of writing assignments</p> <ul style="list-style-type: none"> <li>a. to utilize the proper conventions of English grammar</li> <li>b. to evaluate writing individually</li> <li>c. to organize ideas using transitions and journalistic paragraph structure</li> <li>d. to form academic and credible opinions in written responses to real world issues</li> <li>e. to experiment with various writing styles</li> </ul>	<p><b>1.</b> W.11-12.1a-e W.11.12.4 W.11.12.5</p>
<p><b>2. Compose a variety of journalistic pieces such as sports articles, sports columns, sports features, entertainment pieces, and feature and profile pieces</b></p> <ul style="list-style-type: none"> <li>a. Analyze articles and news copy by applying knowledge of the text, making real-life connections, and synthesizing notes and classroom discussions to arrive at a logical, well-developed answer to a given prompt.</li> <li>b. Compose original articles that demonstrate the basic knowledge of news reporting structure, style, syntax, grammar, and mechanics.</li> <li>c. Use programs such as Power Point, Prezi, SmartBoard Tools, and YouTube to enhance instruction by making lessons more interactive and allowing students to use their individual creativity.</li> <li>d. Demonstrate the use of figurative language such as simile, metaphor, hyperbole and imagery.</li> <li>e. Incorporate the use of new vocabulary in the context of the given writing prompt.</li> </ul>	<p><b>2.</b> W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10</p>
<p><b>3. to utilize and incorporate various forms of technology and social media</b></p> <ul style="list-style-type: none"> <li>a. to make strategic use of digital media and visual displays to express and enhance presentations</li> <li>b. To examine the credibility of diverse media sources</li> <li>c. to integrate and evaluate content presented in diverse media and formats.</li> <li>d. to compose, edit, revise, publish, and distribute writing samples using various on-and offline programs</li> <li>e. To evaluate the positive and negative journalistic impact of social media</li> </ul>	<p><b>3.</b> SL.11-12.1a-d SL.11.12.2 SL.11.12.5 W.11-12.10</p>
<p><b>4. Language</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of phrases vs. clauses.</li> <li>b. Use appropriate sentence structure to avoid run-ons and fragments.</li> <li>c. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.</li> <li>d. Use context clues to determine meaning and use reference sources as needed</li> </ul>	<p><b>4.</b> L.9.1; L.9.1b; L.9.2; L.9.2a; L.9.2b; L.9.2c L.9.4a; L.9.4b L.9.1-2 L.9.4; L.9.6 L.9.5 L.9.4,6</p>

to confirm meanings of words.

e. Interpret use of figurative language and analyze its effect in a given text, especially in regard to characterization and mood.

f. Demonstrate independent gathering of vocabulary knowledge.

### **Inter-Disciplinary Connections:**

**English (Reading comprehension; annotation; evaluation of style and content; composition using persuasive writing techniques, using sensory details)**

### **Students will engage with the following text:**

**Textbooks:** *Journalistic Writing: Building the Skills, Honing the Craft* by Robert M. Knight

*Glencoe Journalism Today* by Donald L. Ferguson

#### **Electronic Texts:**

<http://learning.blogs.nytimes.com>

**Mentor Texts:** *Texts will be selected from a variety of newspapers, blogs, and magazines*

### **Students will write:**

• **Open-ended responses on quizzes/tests: Short answer responses, open-ended responses using textual evidence.**

• **Feature pieces, personality profile pieces, sports articles, sports columns, and entertainment articles**

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Cornell Notes – Notes on elements of sports writing, entertainment writing, and feature writing (style, form, content)
- Mentor texts—texts will be taken from publications such as *Sports Illustrated*, *ESPN.com*, *Deadspin.com*, *the Philadelphia Daily News*, *The Philadelphia Inquirer*, along with other professional publications
- Writer’s Workshops - individual writing conferences; peer conferences to revise and edit sports, entertainment, and feature pieces
- Modeling writing - show student and teacher examples; discuss different approaches; monitor class work time
- Independent reading
- Class discussion – What are the primary functions of a sportswriter, entertainment writer, and features writer?

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- Quizzes to assess understanding of vocabulary & readings
- homework, to practice applying skills, including vocabulary, reading & annotation
- participation, to practice applying skills, including completion of class work, asking questions, responding to questions
- discussion, to engage in analysis, including collaboration with large & small groups, asking and responding to questions
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- written responses, to engage in analysis, application of skills and to assess understanding of key concepts

### Accommodations/Modifications:

extra time; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support

### Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text:

- Final drafts of sports, entertainment, and feature pieces—formal writing will be used to evaluate the students' understanding of the style, form, and content as well as their ability to properly implement learned concepts
- Unit Test

### Accommodations/Modifications:

extra time; after-school support; supplementary readings to expand in-class activities

**Performance Assessments:**

The following assessments require students to transfer knowledge in the creation of original work:

- Essays: to assess students' understanding of various types of studied journalism

**Accommodations/Modifications:**

- Extra time; after-school support, in-class conferencing