

# **Unit 5: Forms of Journalism Copied from: Journalism 1, Copied on: 12/15/21**

Content Area: **ELA**  
Course(s): **Sample Course, Journalism 1**  
Time Period: **AprMay**  
Length: **4-6 weeks; Grades 11-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Journalism 1: Grades 11 -12**

**Unit 5: Forms of Journalism**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Teacher, Vanessa Chalet

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## **Unit Overview**

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Unit 5: Forms of Journalism includes learning about the different journalistic styles of reporting and writing required to best represent different types of stories. The unit includes news writing, critiquing published news stories, and feature and editorial writing. Students will also discover in-depth reporting, investigative reporting and how to write for publication.

## **Enduring Understanding**

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1. Journalism courses encourage clarity of imagery (through vivid descriptive writing and reading), and accuracy of mood (through well-chosen, personality-revealing direct quotations from sources).
2. Recognizing mood and tone of sources is essential to accurate reporting, and personal opinion writing provides opportunities to explore tone in student writing.
3. Journalism provides an avenue for students to actually make use of figurative language, syntax, diction

and tone that they have studied in literature courses.

## Essential Questions

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- What are the various types of articles and stories a journalist can create?
- How does an understanding of specific journalistic formats impact a writer's ability to communicate effectively?
- What is a feature? Investigative reporting? Editorial? Column?
- What are the purposes of different forms of journalism?
- Why do journalists choose specific forms of journalism depending on their audience and topic?

## Exit Skills

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- Conduct, analyze, and incorporate appropriate mediums into all writing.
- Identify and apply journalistic techniques to writing process.
- Construct a news article, feature, opinion-editorial or interview.

## New Jersey Student Learning Standards (NJSL-S)

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LA.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.
LA.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.
LA.RI.11-12.3	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 the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, 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 (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	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.

- LA.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.
- LA.RI.11-12.7 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.
- LA.RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- LA.RI.11-12.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- LA.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.

## Interdisciplinary Connections

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- CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- TECH.8.1.12.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

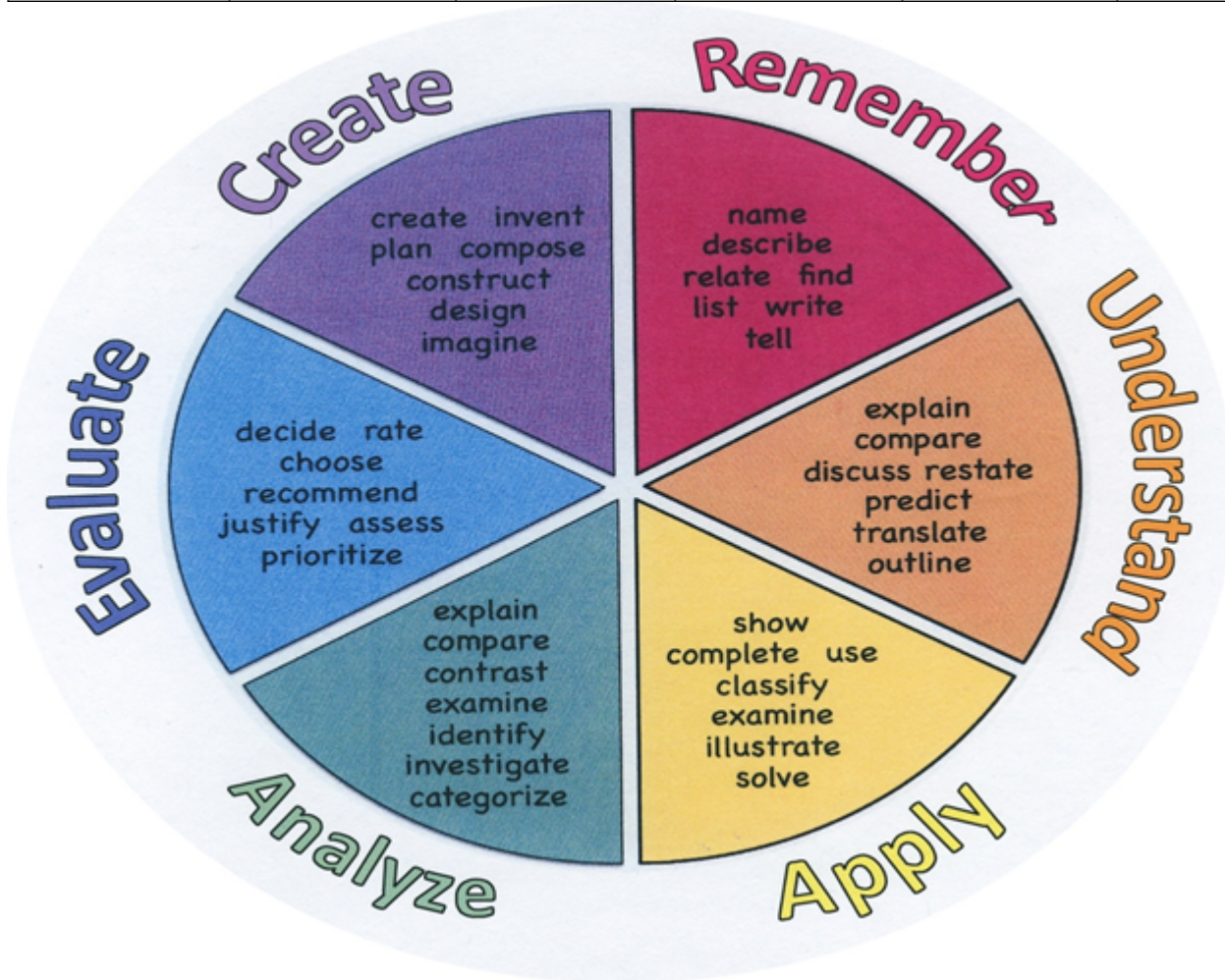
## Learning Objectives

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- Analyze news stories for structure, style and content.
- Write news stories using a variety of organizational and journalistic methods
- Analyze features for structure, style and content
- Research and write different types of feature stories
- Analyze editorials, opinion pieces, and columns for structure, style and content
- Write columns that maintain a common, identifiable tone and writing style
- Research topics and write editorials

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make

Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

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- Covering Famous Speeches
- Media influence
- Controversial Journalism cases
- Chapter 6-7 Test

## **Assessment Evidence - Checking for Understanding (CFU)**

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Analyze and create original stories of famous speeches - summative assessment

Media presentation - alternative assessment

Chapter test - summative assessment

Entrance tickets - formative assessment

Class discussions - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities

- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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### **Textbooks:**

*Journalism Today*

*Introduction to Journalism*

*Exploring Journalism and the Media*

## **Ancillary Resources**

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**Workbook:** *Media Literacy Thinking Critically About Newspapers & Magazines*

[www.youtube.com](http://www.youtube.com)

[www.newseum.org](http://www.newseum.org)

*The Wall Street Journal*

*The New York Times*

*Online news articles and videos*

## **Technology Infusion**

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Google Classroom

OnCourse

Google Chromebook

SMART TV



## **Alignment to 21st Century Skills & Technology**

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CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

#### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Group investigations
- Guided Reading
- Independent research and projects
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments

#### Lo-Prep Differentiations

- Flexible grouping
- Goal setting with students
- Open-ended activities
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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- Modifications as dictated in the student's IEP/504 Plan
  - Additional time for skill mastery
  - Behavior management plan
  - Modified test/test length
  - Study guides provided
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Using videos, illustrations, pictures and drawings to explain or clarify
  - Providing study guides
  - Decreasing amount of work presented/required
  - Modifying tests
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- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
  - allowing students to correct errors (looking for understanding)
  - allowing the use of note cards or open-book during testing
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Using videos, illustrations, pictures and drawings to explain or clarify
  - Providing study guides
  - Decreasing amount of work presented/required
  - Modifying tests
- 
- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - marking students' correct and acceptable work, not the mistakes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using authentic assessments with real-life problem-solving
  - using true/false, matching, or fill in the blank tests in lieu of essay tests
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Advanced problem-solving
  - Higher order, critical and creative thinking skills and discovery
  - Allow students to work at faster pace
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- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

