

# **Unit 5: Multimedia Journalism (Television, Radio and the Internet)**

Content Area: **ELA**  
Course(s): **Sample Course**  
Time Period: **May/June**  
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 2: Grades 11 - 12**

# **Unit 5: Multimedia Journalism (Television, Radio and the Internet)**

**Belleville Board of Education**

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## **Unit Overview**

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Unit 5: Multi-Media Journalism explains how writing for broadcasting, the Web, and radio differs from writing for print and provides basic information about writing for these various types of publications. In addition, the unit includes guidelines for analyzing and reading for different multi-media journalism articles. The unit will also cover what a newscast is and includes as well as the importance and purpose of photojournalism. The unit expands to the variety of media outlets outside the traditional press and their influence on society and how information is obtained.

## **Enduring Understanding**

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1. Journalists can use a variety of types of communication technology as an alternative or supplement to written news articles
2. Technology has increased the use of the Internet, television, and radio to transmit news to the community.

3. The knowledge of all multi-media outlets creates well-rounded journalists and members of society.

## Essential Questions

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- What is photojournalism?
- How can photography be used to supplement a news article?
- What are the roles of television in journalism?
- How has the Web influenced journalism and how people obtain news?
- How can audio and video technology be used to create a different perspective than text on a story?
- How does society obtain news? Why?

## Exit Skills

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- Communicate effectively through a variety of mediums including (broadcasting, photography, and audio)
- Create multi-media presentations
- Apply different methods of communication to explain or present ideas and concepts

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

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|               |   |
|---------------|---|
| LA.W.11-12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| 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.   |
| LA.W.11-12.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| 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.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  |

## **Interdisciplinary Connections**

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|                  |   |
|------------------|---|
| SOC.6.2.12.D.6.a | Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.  |
| SOC.6.3.12       | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |
| SOC.6.3.12.A.1   | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.  |
| SOC.6.3.12.D.1   | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.   |

|                |  |
|----------------|--|
| SOC.6.3.12.D.2 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.  |
| SOC.6.3.12.CS1 | Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.  |
| SOC.6.3.12.CS3 | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.   |
| SOC.6.3.12.CS4 | Critically analyze information, make ethical judgments, and responsibly address controversial issues.  |
| SOC.6.3.12.CS5 | Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.   |
| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.   |
| TECH.8.1.12    | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B  | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |

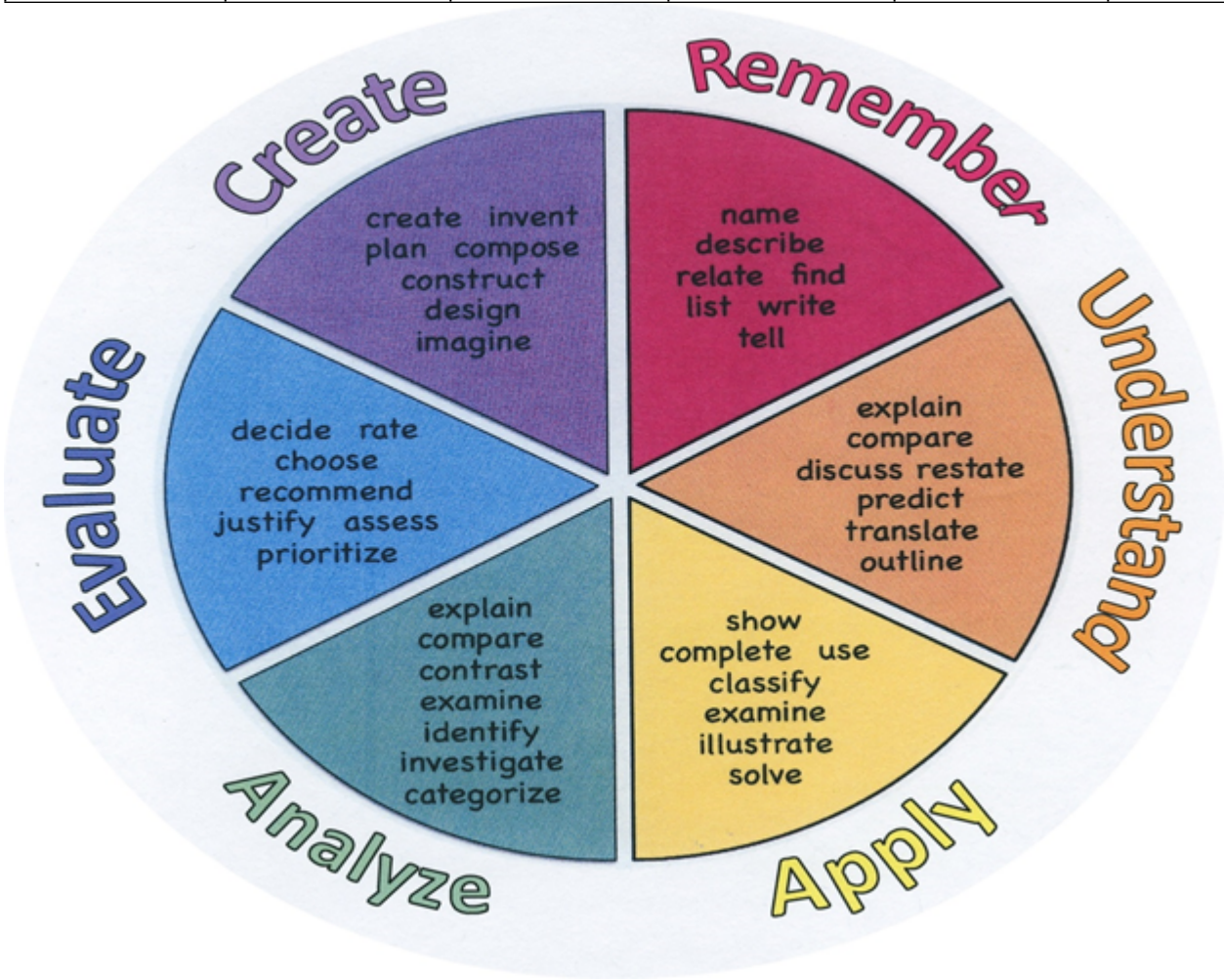
## Learning Objectives

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- Create a television broadcast
- Apply photography to enhance written articles
- Define newscasts
- Compare and contrast various types of journalism multi-media
- Understand how writing articles differs from other broadcasts
- Analyze broadcasts news stories, scripts, interviews, news footage, and Internet articles including blogs
- Complete assessments of different mediums' effectiveness and purpose

| 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<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract |  |  |  |
|--|---|--|--|--|--|



**Suggested Activities & Best Practices**

- Mass Communications Project
- Chapter 9-10 Test
- Project based learning
- Group final project

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

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Final project - summative assessment

Create and present an interview - alternative assessment

Exit tickets - 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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SMART TV

Google Classroom





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

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

## **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
  - multiple test sessions
  - multi-sensory presentation
  - 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
  - Allow students to correct errors
  - Reduce lengthy reading assignments
- 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
  - Create a blog
  - Complete activities aligned with above grade level text using Benchmark results
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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: