

Unit 7: Journalism

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **5 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this course, students communicate in a variety of forms for a variety of audiences and purposes. Yearbook is journalistic in nature and allows students to participate in the production of the school yearbook. Students in this course are required to learn the basics of yearbook journalism including layout design, theme, coverage, copy-writing, graphic design, photography, finance, and advertising. Students are expected to plan, draft, and complete written and/or visual compositions on a regular basis, carefully examining their copy for clarity, engaging language and the correct use of the conventions and mechanics of written English. Students will learn the importance of working as a team to complete tasks successfully and on time. Individual responsibility is essential toward completion of assignments for deadlines. Students will also have the opportunity to accept leadership positions and develop new skills as they build the yearbook.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective: In this unit, students will proceed through the writing process as a writer/creator and/or editor. They will make ethical and legal decisions about what content will eventually be published, edit for style and tone and critique/revise based on feedback from editors and/or the adviser.

Essential Questions: How are yearbook staff members utilizing aspects of journalism in the creation of the yearbook? How do student journalists apply legal and ethical standards to their decision-making and reporting? Why is important for student journalists to adhere to consistent style and tone? How does critiquing and commenting improve student journalism?

Enduring Understanding: Student journalists apply legal and ethical standards to choosing which stories can and should be published. Student journalists must adhere to consistent style and tone to present the publication in a professional manner. Student journalists use critiquing and commenting to garner feedback, compare work to others and get specific ways in which to continually improve their production of content.

CONTENT AREA STANDARDS

9-10.RI.3.D Read and comprehend informational text independently and proficiently.

9-10.RI.3.A Analyze how similar ideas or topics are portrayed in different media formats.

9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.

9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development,

organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, ex comprehension.

9-10.W.3.A.b Word choice, syntax, and style: choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

1-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The role of journalism in interviewing and collecting information for the yearbook.
- The main criteria of newsworthiness.
- Objective vs. subjective, fact vs. opinion.
- English writing vs. journalism writing.
- That there are four different types of bias.
- How to evaluate the credibility of a source.
- What constitutes libel, slander and invasion of privacy.

Procedural Knowledge

Students will be able to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- Identify false statements and reasoning.
- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- Use technology (computers) to access and compare national/international news media online, share findings with classmates.
- Describe and evaluate the argument and claims of a text to differentiate between objective and subjective writing.
- Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- Differentiate between an English essay and a news article.
- Write informational texts ("news log" of when, where, and how they get the news, noting what articles pertain to them as individuals and as members of society.
- Determine author's purpose for writing an article based on the presence of facts and opinion.
- Prepare for an participate effectively in a conversation about ethical decisions for various imaginary scenarios and defend their decisions to the class.
- Gather relevant information from multiple sources related to various court cases and present a media

presentation.

EVIDENCE OF LEARNING

Formative Assessments

Teacher Observation

Teacher Feedback and Discussions

Peer Rubrics

Practical Exercises

Oral/Written Assessments

Group and whole class discussion questions

Debates

Do Nows and Exit Tickets

Journal responses to prompts regarding ethical dilemmas

Evaluating articles for potential bias

Group work/projects

Summative Assessments

Completion of Coverage Assignments

Completion of Assigned Pages

Test and quizzes

Yearbook Portfolio/Notebook

Mid Deadline Evaluations

Final Deadline Assessment

Group Presentations

Self Evaluation

Oral/written assessments

Yearbook Portfolio/Notebook

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Edesign](#)

[Herff Jones](#)

Google Docs

Google Slides

Yearbook Samples

Previous publications of Pegasus

Google Sheets

Photo Unloader

Cameras

USB Cards

Newspapers/Media Outlets

INTERDISCIPLINARY CONNECTIONS

Students understanding of technology, 21st Century Life and Career standards such as critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership will lead to a cross-cultural understanding, global awareness, civic literacy, and interpersonal communication. In addition, journalistic aspects of ethical coverage as well as proper writing techniques are incorporated into the unit and across the course. Aspects of Social Studies are also present in this unit such as: civic literacy, social relationships among people, social justice, ethics and aspects of historical research.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Modify instructional approach and/or assignments and evaluations as needed based for students with IEPs, 504s, ELLs and gifted and talented students including but not limited to:

- Extended time
- Enrichment activities
- Preferential seating
- Online visuals and audio for individual lessons
- Pairing students for activities
- Teacher modeling
- Differentiated written and verbal responses
- Additional graphic organizers and outlines for writing assignments
- Audio versions of texts
- Integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks
- Higher level direct questioning
- Opportunities for cross curricular activities
- Flipped Classroom
- Small cooperative groups