

08 - Combat/Embedded Journalism Copied from: Journalism 1, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- combat journalism is a very dangerous yet critical subset of the journalism field
- there are ethical and safety concerns surrounding combat journalism
- combat journalists were formerly considered partners or impartial observers of war, but are now considered high-value hostages

CONTENT AREA STANDARDS

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

LA.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

- J. 5. 1. Recognizes the ethical, legal and socio-economic issues surrounding information and technology
- J.4.1 Applies information gathered to the planning and creation of a story or research product
- J.4.2 Revises the development process for the story or research product
- J.4.3 Effectively presents the story or research project to the intended audience

- J.3.1 Summarizes and synthesizes the main ideas of the information gathered
- J.2.2 Retrieves information online or in person using a variety of methods

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- various famous combat journalists that were either killed or are still missing
- why combat journalism is on the decline

Students will be able to define:

combat journalism, embedded journalism, International News Safety Institute, embeds

Procedural Knowledge

Students will be able to:

- find relevant information via digital sources about assigned combat journalist
- evaluate the credibility and reliability of each source
- present information, findings and evidence on a combat journalist using digital media/resources
- use technology to showcase effective presentation skills (body language, voice projection, etc.)
- prepare for and effectively participate in a Socratic seminar on the ethical concerns surrounding combat journalism

EVIDENCE OF LEARNING

Alternate Assessments

- Debates
- Mock Trials
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses
- Group work/projects
- Current Events of the Week quizzes
- No Red Ink assessments for various grammatical skills

Summative Assessments

- Combat journalist presentation
- Unit 6 Test
- Socratic seminar

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online), Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, “Blood Diamond” and “The Post” movies, laptops, Google Drive folder for Unit 8, NoRedInk.com, Newsela.com, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

Speech/debate

Social Studies

Ethics

Social justice

Anthropology

Social relationships among people

Technology/Multimedia

Researching based writing

Google

Media Literacy

Educational tech applications

Audio/visual media analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher