Unit 05: Going Live: Upkeeping an online publication Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- wordPress is an easy-to-use, intuitive and free way to publish content
- analytics give those who own a website information about their viewers and ways to increase foot traffic
- considering one's audience (demographics, how they consume media, etc.) is crucial to acquiring and keeping people on their website
- although important for increasing foot traffic, Search Engine Optimization is not an exact science, because major search engines keep their results algorithm a secret.
- to be valid, polls must have a wide sampling of people (age, gender, ethnicity, etc.)
- different forms of alternative multimedia can and should be used for different reasons.

CONTENT AREA STANDARDS

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

W.9-10.2. 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.

  A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

  E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

  F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.6. 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.

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.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.2	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.9-10.6	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.
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.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.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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., 1.1.12prof.CR3a).

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

- 1.1.a Defines the information need based on the story idea or research question
- 1.1.b Identifies who the audience for the story is
- 1.1.e Focuses the story idea or research question based on information found
- 1.2.a Identifies what type of information source is needed to meet the information need
- 1.2.c Identifies appropriate investigative methods
- 2.2.b. Uses research methods to conduct original research
- 3.2.a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and bias

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- the larger/popular functions of WordPress
- how to read an analytics report
- strategies for keeping viewers on a website longer
- how to write an engaging deadline
- different ways to create alternative multimedia and when each is appropriate
- define: WordPress, media library, posts, pages, plug-ins, analytics, traffic, bounce rate, navigation, embedded links, easel.ly, giphy, story map, search engine optimization, alternative story forms, infographic, timeline, info box/ fast facts, quote collection, polling, sample size, navigation

Procedural Knowledge

Students will be able to:

- use technology to identify and utilize the various features of WordPress, including pages, posts, plug-ins and media library
- make strategic use of digital sources, like analytics, to make inferences about the audience
- deduce ways to keep more viewers on a website for longer
- write informative texts, including effective and detailed headlines for articles
- debate the pros and cons of online journalism with regard to the truth; gather relevant information from multiple authorative and digital sources
- present the findings of the pros and cons of online journalism
- present information, findings, and supporting evidence clearly, concisely, and logically

EVIDENCE OF LEARNING

Alternate Assessments

- Interviews
- Group Projects
- Debates
- Visual Timeline Creations
- Teacher/Student Conferences

Formative Assessments

- Writing sample headlines
- Think-Pair-Share: The importance of analytics
- Debates: The spread of true and false news online with The American Meme documentary
- Do Nows and Exit Slips
- Journal responses
- Group work/projects
- No Red Ink assessments for various grammatical skills

Summative Assessments

- Creating an alternate story form to create alongside your article
- Articles
- Create and conduct a poll, and Excel or another program, create a chart of the findings.
- Create a timeline
- Create a story map

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, laptops, NoRedInk.com, Newsela.com, Canva.com, The spread of true and false news online, The American Meme documentary, Unit 5 Google Folder, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Technology/multimedia

- Google
- educational tech applications
- media literacy
- audio/visual media analysis

Math

- statistics
- data collection/analysis

visual performing arts

- electronic media

social studies

- ethics
- current events

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