

Journalism

Elective

Sayreville Middle School

Date Curriculum Approved/ Revised: 2019

Unit 1: What is Journalism?

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1-1.5 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will become familiar with what journalism writing is. Students will be able to analyze different sections of a newspaper and identify specific types of stories that appear in each section. Students will define vocabulary that are commonly used in print journalism. Students will become familiar with the 6 core values of journalism.

Enduring Understandings

Students will analyze different sections of a newspaper.

Students will identify specific types of stories that appear in different sections of a newspaper.

Students will define vocabulary commonly used in print journalism.

Students will understand and discuss the 6 core values of journalism.

Essential Questions

How are different sections of a newspaper divided?

What kinds of stories appear in a newspaper?

What words or phrases are commonly used in print journalism?

What are the 6 core values of journalism, according to the National Association of Journalism Editors, and how do they play a role in how the news is covered/presented?

Summative Assessment and/or Summative Criteria

Identifying parts of a newspaper:

Students will analyze a newspaper and identify the different sections. Students will either use actual newspapers or online publications to look over and discuss the different sections.

Identifying specific types of stories that appear in a newspaper:

Students will create a bulletin board with each part of a newspaper labeled (Hard news, Editorial, Features, Sports, etc). Each part should have a brief description of what it is. Students will either bring in articles from actual newspapers or locate and print out articles from an online publication and place them on the bulletin board in the correct section. When they place their article on the board, they must give a brief oral explanation of what the article is about and why they are placing it in that particular section. Peers can evaluate if the article was placed in the correct section via a class discussion.

Students can also be paired up in groups and given a particular type of article (News, Editorial, Feature, Sports). Students will then work collaboratively to locate examples of their article.

Defining vocabulary commonly used in print journalism:

Students will receive a list of terms that are commonly used in print journalism. They will define these terms as a homework assignment and discuss them in class the next day. Students can be assessed on their knowledge of these terms via a matching quiz or crossword puzzle.

Understanding the 6 core values of journalism:

Students will be divided into six groups (one for each core value). They will research the value assigned to their group and come up with description of their value, why it is important and how journalists ensure that they follow this value. The class will create a large chart with six columns, one for each value. Each group will take a turn adding to the column with their value. As the quarter progresses, the class can refer back to the chart at any time.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall
(www.ablongman.com/stovall11e/contents.html)

Chapters used for this unit:

Chapter 1: News and Society

Chapter 2: Culture of Journalism

Chapter 3: Becoming a Journalist

Chapter 4: Newspapers

Online Resources:

(Identifying the Parts of a Newspaper (PDF)) www.ambriente.com/breakingNews/newspaperPartsID.pdf

(Types of stories) <https://penandthepad.com/types-newspaper-stories-8435855.html>

(Vocabulary terms common in print journalism) <https://www.thoughtco.com/terms-aspiring-journalist-needs-to-learn-2074340>

(6 Core Values of Journalism) https://www.educationworld.com/a_lesson/lesson/lesson140.shtml

(Links to online newspaper publications) https://www.educationworld.com/a_lesson/lesson/lesson140.shtml

(Additional sites for ideas/templates/projects/lesson plans)
<https://sites.google.com/site/middleschooljournalism/teacher-resources>

(Journalism Fundamentals Lessons: What is News?) www.schooljournalism.org/lesson-plans-4/

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students as needed.

Topic/Selection

Topic/Selection	Objectives	Instructional Activities	Assessments	Standards
<p>Time Frame</p>	<p>SWBAT analyze different sections of a newspaper</p>	<p>Students will analyze a newspaper (print or online publication) and discuss the different sections.</p>		
<p>Unit 1: What is Journalism?</p>	<p>SWBAT identify specific types of stories that appear in different sections of a newspaper</p>	<p>Students will create a bulletin board with each part of the newspaper labeled (hard news, editorial, features, sports). Each part should have a brief description of what it is. Students will be instructed on the different sections of a newspaper from their teacher. Students will bring in articles from either print newspapers or online publications and place them on the bulletin board in the correct section. When they place their article on the board, they must give a brief oral explanation of what the article is about and why they are placing it in that particular section. Peers will evaluate whether or not the article was placed in the correct section.</p>	<p>Bulletin board with each part of a newspaper labeled</p>	<p>LA.RI.7.1, 7.2, 7.4, 7.5, 7.6, 7.7</p>
<p>1-1.5 weeks</p>	<p>SWBAT define commonly used in print journalism</p>	<p>Teacher will provide a list of vocabulary terms that are commonly used in print journalism. Students will define these terms and discuss them as a class. Students will be assessed on their knowledge of these terms.</p>	<p>Vocabulary matching quiz and/or vocabulary crossword puzzle</p>	<p>LA.SL7.1, 7.1A, 7.1C, 7.1D, 7.2, 7.3, 7.4, 7.5, 7.4C, 7.5D</p>
	<p>SWBAT understand and discuss 6 core values of</p>	<p>Students will learn about the 6 Core Values of Journalism through instruction by their teacher. They will be divided up into six groups; one for each value, and</p>	<p>6 Core Values of Journalism chart</p>	<p>TECH8.1.8A, 8.1.8ACS1, 8.1.8ACS2, 8.1.8.A.1, 8.1.8.C.CS1, 8.1.8C.CS4, 8.1.8.D.C.S3, 8.1.8.D.S4, 8.1.8.E.CS2, 8.1.8.E.CS3</p>

journalism they will research their assigned value. The class will create a large chart with each of the six cores listed. Each group will take a turn adding their value to the chart and "teaching" their peers about their value.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Unit 2: The History of Media

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1-2 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about the history of media by examining pioneer journalists and early newspaper publications. Students will be able to understand why newspapers were formed, starting with the Colonial period, as well as journalism trends throughout the 1700's, 1800's and 1900's. Students will learn about pioneer journalists who paved the way for today's reporters. Students will be able to research how different decades, current events, and political leaders determined how the news was reported.

Enduring Understandings

Students will be able to learn about the formation of newspapers in America, beginning in the Colonial time period.

Students will be able to research pioneer journalists that made an impact on America.

Students will be able to identify what outside factors determined how the news was reported.

Essential Questions

How and why were newspapers first formed in America?

Who are some of the pioneer journalists of the twentieth century?

What are some factors that determined how news was reported in the nineteenth and twentieth centuries?

Summative Assessment and/or Summative Criteria

Learning about the first newspapers in America:

Students will divide up into groups and work collaboratively to research different newspapers from the Colonial period. Each group will make a posterboard with facts about their newspaper (what was it called, when was it established, where was it located, any prominent writers of the time period, why was it formed, etc). Students will present these posterboards to their peers to educate them about their particular newspaper.

Identifying pioneer journalists/journalists of the twentieth century:

Students can either work independently to research one prominent journalist or work collaboratively to research prominent journalists of a particular time period. Groups will be assigned a time period, such as the 1900's, and will have to research five prominent journalists from that time period. Each group will make a posterboard chart with essential information about each journalist. Another group will be assigned the 1910's, another group th 1920's, and so on. Each group will present their posterboard to the class to be the teachers of their assigned time period.

Understanding factors that played a role in journalism during the 18th, 19th, and 20th centuries:

Students will learn about different trends in journalism during the 18th, 19th and 20th centuries by identifying terms such as penny press, yellow journalism, and muckraking. Students will also learn about different current events that determined how the news was reported. Students will research events throughout these time periods that either forced newspapers to be formed or changed the way that the news was reported. Students can be given an open-ended assessment or can compare news events from different eras to analyze how trends in journalism have changed.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall (ablongman.com/stovall1e/contents.html)

Chapters used for this unit:

Chapter 20 Beginnings of Journalism

Chapter 21: Journalism Comes of Age

Chapter 22: New Realities, New Journalism

Chapter 23: 20th Century and Beyond

Online Resources:

(Colonial newspapers) www.paperage.com/issues/nov_dec2004/11_2004newspapers.pdf

(American newspapers in the 1800's) <https://www.library.illinois.edu/hpnl/tutorials/antebellum-newspapers-city/>

(Newspapers in America 1700's and 1800's)
americanantiquarian.org/earlyamericannewsmedia/exhibits/show/news-and-the-civil-war

(Pioneer Journalists) history.journalism.ku.edu

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic Selection

Topic/Selection	Objectives	Instructional Activities	Assessments	Standards
Time Frame	SWBAT learn about the formation of newspapers in America, beginning in the Colonial period	Students will work collaboratively to research different newspapers, beginning in the Colonial time period. Students will be able to identify the name of the newspaper, who formed it, why it was formed, its circulation during its time, and how it impacted American journalism.	Students will work in groups to create posterboards with facts about their assigned newspaper. They will present their research to the class and "teach" their peers.	LA.RI7.1, 7.2, 7.3, 7.6, 7.7, 7.9
Unit 2: The History of Media	SWBAT research pioneer journalists who made an impact on America	Students will learn about prominent American journalists of the 20th century. Students can either work independently or collaboratively to research an era in American history. Some of the prominent journalists of the century include:	Students will work in groups to create posterboards with facts about their assigned time period. They will include information about at least five prominent journalists that had an impact on history. They will present their research to the class and "teach" their peers.	SOC.6.1.8.A2.a, 6.1.8.a.2.c, 6.1.8.C.3.c, 6.1.8.C.4.c, 6.3.8.CS3
1-2 weeks	SWBAT determine outside	1900's: Joseph Pulitzer, William Randolph Hearst, R.F. Outcault, Lincoln Steffens, Ida Tarbell, Upton Sinclair, Ray Stannard	Open-ended assessment to compare how journalism has changed over time. Students will have to demonstrate their	TECH.8.1.8.A.CS1, 8.1.8.C.CS1, 8.1.8.D.4, 8.1.8.E.CS3

factors that
determined
how the
news was
reported

Baker and Nellie Bly.

knowledge of a particular time
period and how journalism
played a role in history during
that time.

1910's: Carr Van Anda, William
Monroe Trotter, Richard Harding
Davis, Peggy Hull, Floyd
Gibbons, Lowell Thomas, Benito
Mussolini and George Creel.

1920's: David Sarnoff, William
S. Paley, Henry Luce, William
Allen White, Freeman Gosden
and Charles Corell, Will Rogers,
Osa and Martin Johnson, Bernarr
Mcfadden, Walter Winchell, John
R. "Doc" Brinkley and William
Ashley "Billy" Sunday.

1930's: Walter Lippman,
Edward R. Murrow, Hans von
Kalterborn, Dorothea Lange,
Martha Ella Gellhorn, Father
Charles Coughlin and Huey
Long.

1940's: William Shirer, Eric
Sevareid, Charles Collingwood,
Larry Lesueur, Howard K. Smith,
Cecil Brown, Winston Burdett,
Mary Marvin Breckenridge, Ernie
Pyle, Margaret Bourke-White,
Marguerite Higgins and Robert
Capa.

1950's: John Cameron Swayze,
Walter Cronkite, Chet Huntley,
David Brinkley, Mike Wallace,
Betty Friedan, I.F. "Izzy" Stone
and Ed Sullivan.

1960's: Barbara Walters, David
Halberstam, Helen Thomas,

Ralph Nader, Johnny Carson,
Helen Gurley Brown, Jann
Wenner and Tom Wolfe.

1970's: Robert Woodward, Carl
Bernstein, Katharine Graham,
Mart Felt, Seymour Hersh, Jim
McKay, Gloria Steinem and
Hunter S. Thompson.

1980's: Rupert Murdoch, Ted
Turner, Tina Brown, Robert C.
Maynard and Oprah Winfrey.

1990's: Tom Brokaw, Peter
Jennings, Dan Rather, Peter
Arnett, Bernard Shaw, Brian
Williams, Connie Chung, Matt
Drudge, Rush Limbaugh and Ira
Glass.

Students will learn about outside
factors that influenced trends in
journalism and how the news was
reported.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to

	search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.2.8.B.CS4	The influence of technology on history.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit 3: The Hard News Story

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1 week**
Status: **Not Published**

Summary of the Unit

Within this unit, students will identify a hard news story and learn how to write one using the inverted pyramid format. They will become familiar with the 5Ws and 1H of a story.

Enduring Understandings

Students will identify how to locate a hard news story in a newspaper.

Students will learn how to compose their own hard news story, using the inverted pyramid format.

Students will analyze hard news stories in a newspaper to identify the 5Ws and 1H of the story.

Essential Questions

What is a hard news story?

What kinds of information are present in a hard news story?

What is the inverted pyramid format?

Summative Assessment and/or Summative Criteria

Identifying a hard news story:

Students will learn about the 5Ws (who, what, when, where, why) and 1H (how) that make up a hard news story. Students will work in partners to analyze news articles (either from a newspaper or via an online publication). They will mark up the 5Ws and the 1H of their article. Partners will then take turns sharing their article with the rest of the class.

Students will receive a copy of the same article and will mark up the 5Ws and the 1H individually. Students will then discuss what they marked via a class discussion on the article.

Inverted Pyramid Method:

After learning about the inverted pyramid writing method, students will practice composing their own news

stories. The teacher will give details that students would receive for writing a hard news story. Students will practice composing their own stories, based on the details given by identifying the 5Ws and 1H, and then formatting their story accordingly. They can work first in pairs, to get the hang of it, and then individually.

Writing a hard news story:

Students will write their own hard news story, demonstrating their understanding of the inverted pyramid format. This will be turned in for a grade.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall
(www.ablongman.com/stovall11e.contents.html)

Chapters used for this unit:

Chapter 10: Writing News and Features

Online Resources:

(News writing) www.schooljournalism.org/lesson-plans-4/ (Getting Started Lessons link: *Story Ideas*, and *News Writing*)

(Templates/resources for news writing) <https://sites.google.com/site/middleschooljournalism/teacher-resources>

(Inverted Pyramid Format) webwisewording.com/inverted-pyramid/

(Inverted Pyramid Format) <https://www2.le.ac.uk/offices/external/news/publicising/how-to-write-a-press-release/inverted-pyramid>

(News writing practice exercises) <https://jclass101.weebly.com/in-class-practice-exercises.html> (Identifying 5Ws and H-Writing Leads model, Variations on the Inverted Pyramid Lead model)

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic/Selection

Topic/Selection	Objectives	Instructional Activities	Assessments	Standards
Unit 3: The Hard News Story	SWBAT identify how to locate a hard news story in a newspaper	Students will identify a hard news story. They will learn that a hard news story is comprised of the 5Ws	Students will work with partners to analyze the newspaper to locate hard news stories. Once these stories have been located, they will identify the 5Ws and 1H in the story.	
1 week	SWBAT compose their own hard news story, using the inverted pyramid method	(who, what, when, where, why) and 1H (how). Students will receive instruction on how to compose a hard news story, using the inverted pyramid method.	Students will receive details about a news story, supplied by their teacher. They will use these details to outline the 5Ws and 1H, and then format the story using the inverted pyramid method. They will compose a brief news story from these details, which can be turned in for a grade.	LA.W.7.1A, 7.1.B, 7.1.C, 7.1.D, 7.1.E, 7.4, 7.5, 7.6
	SWBAT analyze news stories to locate the 5Ws and 1H of the story		Students will compose their own hard news story. They can come up	

with a topic on their own, or one can be supplied by their teacher.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Unit 4: Interviewing Techniques

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1 week**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn techniques for interviewing a source. They will become familiar with how to prepare for an interview, what kinds of questions to ask and what types of questions to avoid, and how to record the answers to their questions using abbreviations and shorthand. They will practice interviewing their teacher and peers, and by the end of the unit, write up a story based on their interview findings.

Enduring Understandings

Students will become familiar with interviewing techniques.

Students will learn how to prepare for an interview and set up questions properly.

Students will practice mock interviews with teacher and peers.

Students will practice recording the answers to their questions using shorthand.

Students will compose a story based on their interview.

Essential Questions

How does a reporter prepare for an interview?

What types of questions should be asked?

How should a reporter record the answers to their source's responses?

How does a reporter utilize the information gained, during an interview, to compose a story?

Summative Assessment and/or Summative Criteria

Preparing for an interview/writing questions:

Students will discuss the types of questions that should be asked during an interview (open-ended), questions that should be avoided (yes or no responses) and the types of questions to be on the lookout for throughout the interview (follow-up questions). In preparation for a series of interviews, students will practice writing a set

of interview questions using their teacher as the source. Later on in the unit, students will prepare a series of interview questions for a peer in class, and possibly another set of interview questions for a family member or guardian at home. These questions will be looked over by the teacher and can either count for a classwork and/or homework assessment grade.

Setting up questions/recording responses:

Students will set up their interview questions based on their preference (write a question and skip several lines for the response or write questions down the paper, with numbers, and record answers on separate sheets of paper, using numbers to keep track). Teacher will be able to check to see how the students organized their questions.

Mock interview of teacher/first interview story:

Students will practice partaking in a group interview. Each student will write down five questions for their teacher. Questions should be thought-provoking and extend beyond basic questions. As a group, the students will conduct an interview of their teacher for about 10-15 minutes. Students must practice recording the answers to both their own questions, and any additional questions asked by other peers. During the group interview, students will practice their questioning techniques. They will try to avoid "yes or no" questions and be attentive for follow-up question opportunities. Once the interview has been concluded, students will be given time to look over their notes and make any changes/additions while the information is still fresh in their head. They will use these notes to write up a story.

Interview of peer/second interview story:

Students will practice interviewing one another. Students will be paired up. Each student will write down 5-10 questions for their partner. Students pairs will then take turns conducting an interview. Students will record the answers to their questions. They will try to ask open-ended questions and look for moments for follow-up questions. Once both pairs have finished their interviews, each student will individually look over their notes while the information is fresh in their head. They will use these notes to write up their second story.

Interview of parent/guardian/teacher/coach:

For an extended activity, students can choose to interview someone else (parent, guardian, sibling, other teacher, coach, advisor, etc). They will model the same techniques for interviewing and recording responses. They will use the information gained in their interview to write up a third story of their choosing. This can be used as either a homework assessment or an end of the course assessment.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall
(www.ablongman.com/stovall11e/contents.html)

Chapters used for this unit:

Chapter 8: Reporters

Chapter 9: Reporting

Online Resources:

(Interviewing techniques) www.columbia.edu/itc/journalism/isaacs/edit/MencherIntv.html

(Interviewing techniques) <https://scholastic.com/teachers/articles/teaching-content/how-conduct-journalistic-interview/>

(Interviewing techniques) <https://jclass101.weebly.com/in-class-practice-exercises.html> (Interviewing model, Handling Quotes and Attributions model)

(Interviewing exercises) www.schooljournalism.org/lesson-plans-4/ (Getting Started Lessons link: *Reporting and Interviewing*)

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic/Selection

Topic/Selection	Objectives	Instructional Activities	Assessments	Standards
Time Frame				
Unit 4: Interviewing Techniques 1 week	SWBAT become familiar with interviewing techniques	Students will receive instruction by their teacher on the types of questions they should ask during an interview (open- ended), questions that should be	Interview #1 with teacher Interview #2 with peer	LA.W.7.2.A , 7.2.B, 7.2.C, 7.2.D, 7.2.E, 7.2.F, 7.4, 7.5, 7.6, 7.8, SL7.3, 7.4

SWBAT prepare for an interview and set up questions properly

avoided (yes or no) partner and questions that they should be on the lookout for throughout the interview (follow-up).

Interview #3 with person of their choosing

SWBAT practice mock interviews with teacher and peers

Students will learn different ways to set up their questions, prior to the interview, and discuss how to abbreviate their answers while the interview is in session.

SWBAT practice recording answers during an interview, using shorthand and abbreviated note-taking

Students will come up with 5 questions for their teacher. They will practice setting up their questions as they have been instructed. They will then take part in a group interview for 10-15 minutes where they interview their

SWBAT compose a story based on their interview

teacher. Students will be responsible for not only the answers to their questions, but the answers to questions posed by other students. Once the interview is concluded, they will look over their notes. They will

use these notes to write a brief story.

Students will be paired up. They will create 10 interview questions for their partner. Students will take turns interviewing one another and recording their answers. They will use these interview notes to write up a brief story about their partner.

Students will use their interviewing skills to interview a final person, of their choosing. This can be a parent, sibling, guardian, teacher, coach, etc. They will use their interview notes to write up a story about the person they interviewed.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Unit 5: Editorials, Features, and Sports Writing

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1 week**
Status: **Not Published**

Summary of the Unit

Within this unit, students will identify different types of stories other than a hard news story. They will become familiar with editorials, feature stories, and sports writing. Students will be able to analyze a newspaper to view examples of these types of stories and learn how to compose them.

Enduring Understandings

Students will locate different types of stories that appear in a newspaper, other than a hard news story.

Students will identify how to write an editorial, feature story, and sports story.

Essential Questions

What other types of stories make up a newspaper, besides a hard news story?

How does writing an editorial, feature story, or sports story differ from writing a hard news story?

Summative Assessment and/or Summative Criteria

Identifying different types of stories that make up a newspaper:

Students will analyze a newspaper (print or online publication) to locate stories other than the hard news stories. They will cut these out or print them out and add them to the class bulletin board. Students can either be individually assigned a type of story (editorial, feature, sports) and find examples on their own or students can work collaboratively to locate stories together for a particular type of story. If students work collaboratively, the group can come up with notations on how their particular story (editorial, feature, sports) is different from a hard news story and what components should appear within this type of story.

Composing stories:

After receiving instruction on the different types of stories (editorial, feature, sports), students will practice writing their own. Students will write their own editorial, based on something they feel passionate about. Students will write a feature story. Depending on the time of year and the happenings, they can write a feature about a holiday, school event, or new teacher. Students will also write a sports story. Depending on the time of the year, students can cover different sporting events at the middle school. The teacher can also ask sports

coaches at the middle school to submit highlights of games so students can use that information to compose a story, if actual coverage is not possible. Students can also choose to cover professional, college or recreation sports as well. These stories will be written over the course of the unit and can be turned in for a grade.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall
(www.ablongman.com/stovall11e/contents.html)

Chapters used for this unit:

Chapter 10: Writing News and Features

Online Resources:

(Editorial writing) <https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-newspaper-editorial-format.html>

(Feature stories) <https://www.thoughtco.com/all-about-writing-feature-stories-2074355>

(Sports stories) <https://www.freelancewriting.com/freelancing/how-to-write-a-sports-report/>

(Additional teaching resources) www.schooljournalism.org/lesson-plans-4/ (Specialized writing lessons link- *Feature Writing*, and *Editorial, Column and Review Writing*, and *Sports Reporting and Writing*)

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic/Selection

Topic/Selection	Objectives	Instructional Activities	Assessments	Standards
<p>Time Frame</p> <p>Unit 5: Editorials, Features, and Sports Writing</p> <p>1-1.5 weeks</p>	<p>SWBAT locate different types of stories that appear in a newspaper, other than a hard news story</p> <p>SWBAT identify how to write an editorial, feature story or sports story</p>	<p>Students will learn about stories other than hard news stories (editorial, feature, sports). They will practice locating these stories in a newspaper, cutting them out and adding them to the class bulletin board under the correct section of the newspaper. Students can work independently or in groups. They will explain how their story is different from a hard news story.</p>	<p>Locating stories in the newspaper and adding them to the class bulletin board under the appropriate section.</p> <p>Editorial story</p> <p>Feature story</p> <p>Sports story</p>	<p>LA.W.7.2A, 7.2.B, 7.2.C, 7.2.D, 7.2.E, 7.2.F, 7.4, 7.5, 7.6</p>
		<p>Students will view examples of editorials. They will write their own about a topic they are passionate</p>		

about.

Students will view examples of feature stories. They will write their own feature story. Depending on the time of the year and the happenings, they can write a feature about an upcoming holiday, school event, new teacher, etc.

Students will view examples of sports stories. They will write their own sports story. Depending on the time of year, students can cover different sporting events going on at the middle school. The teacher can also ask

sports
coaches if
they can
submit
highlights of
games, if
actual
coverage is
not possible.
Students can
even cover a
rec sport, or a
college or
professional
sport.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the

nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for

usability.

TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Unit 6: Editing

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1 week**
Status: **Not Published**

Summary of the Unit

Within this unit, students will become familiar with the AP (Associated Press) style of writing. Students will learn how to write an eye-catching headline. Students will also practice being a copy editor and learn how to edit a peer's story prior to publication.

Enduring Understandings

Students will become familiar with the AP (Associated Press) style of writing.

Students will practice writing eye-catching headlines.

Students will take on the role of a copy editor to edit their peer's stories.

Essential Questions

What is the AP style of writing and why do journalists use it?

How do eye-catching headlines attract the attention of a reader?

What is a copy editor and what role do they play in getting stories into publication?

Summative Assessment and/or Summative Criteria

Identifying AP (Associated Press) Style:

In order to publish their stories, students will identify and practice writing in the AP style. Students will view what AP style is and practice writing in this style. Students will be given unedited stories and practice editing them, using AP style.

Writing eye-catching headlines:

Students will evaluate the headlines in a newspaper (print or online publication) and discuss whether or not these headlines compel them to keep reading the story. For headlines that are compelling, students will discuss what made them so eye-catching and why did this particular headline compel them to want to read the story. For headlines that are not compelling, students will discuss ways that the reporter could've done a better

job. Students can practice writing headlines for stories by being given untitled stories and coming up with good headlines. Students will also come up with headlines for their own stories that they submit throughout the semester.

Copy Editor:

Students will become familiar with the job of a copy editor and its importance in getting stories to publication. Prior to submitting stories for publication (grades), students will work in pairs to edit one another's rough drafts of their articles/stories. Students will be able to mark up their partner's paper and mini-conference regarding changes and suggestions, if necessary.

Resources

Instructional Text:

Journalism *Who, What, When, Why and How* by James Glen Stovall
(www.ablongman.com/stovall11e/contents.html)

Chapters used for this unit:

Chapter 11: Style

Chapter 12: Editors

Chapter 13: Editing and Headline Writing

Online Resources:

(Associated Press Style)

https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/ap_style.html

(Editing) www.schooljournalism.org/lesson-plans-4/ (Getting Started Lessons link: *Style, Editing, Headlines*)

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic/Selection

Topic/Selection n	Objectives	Instructional Activities	Assessments	Standards
Unit 6: Editing 1 week	SWBAT become familiar with the AP (Associated Press) style of writing	Students will be given instruction on AP style. They will become familiar with this writing style. In order to practice writing in AP style, students will be given unedited stories. They will practice editing them, using AP style.	Taking unedited stories and editing them, using AP style Evaluating the effectiveness of headlines in the newspaper. Writing headlines for , 7.5, 7.6 stories without titles. Writing headlines for their own stories.	LA.W.7.4
	SWBAT take on the role of a copy editor, to edit peer's stories	Students will evaluate the importance of writing eye-catching headlines by discussing some of the headlines they locate in the newspaper. They will practice writing	Peer editing stories prior to publication.	

compelling headlines for stories without a title. They will also write good headlines for their own stories throughout the unit.

Students will take on the role of a copy editor and edit a peer's unpublished story. They will make corrections and offer suggestions, as needed. They will edit the stories using AP style.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on

others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CAEP.9.2.8.B.7

Evaluate the impact of online activities and social media on employer decisions.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Unit 7: Media Ethics and Laws

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Journalism (s)**
Time Period: **1st Marking Period**
Length: **1-1.5 weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will identify and understand how media ethics plays a role in reporting. Students will be given opportunities to partake in "what would you do" scenarios, as if they were a reporter. Students will also become familiar with laws that pertain to the media. By the end of the unit, students will analyze stories in the newspaper to look for bias or personal opinions within the writing.

Enduring Understandings

Students will identify media ethics and practice scenarios where they need to consult their ethics.

Students will become familiar with different laws that pertain to the media.

Essential Questions

How do ethics play a role in how the news is reported?

Do reporters show bias or let personal opinions govern how they write a story?

What laws pertain to the media?

Summative Assessment and/or Summative Criteria

Media Ethics:

Students will practice real-life "what would you do" scenarios. Students will work collaboratively on looking at a "what would you do" scenario and deciding how their own personal ethics would play a role in how the news was reported. Groups can either receive the same scenario, work collaboratively, and take turns explaining their justifications during a class discussion or groups can each be given different scenarios and compare across the class once the exercise is completed.

Evaluating stories for bias/personal opinions:

Students will evaluate stories in a newspaper (print or online publication) for examples of bias or personal opinions. Students will research articles on the same topic, but by different authors or from different parts of

the country to analyze how any bias or personal opinions skew the story.

Identifying media laws:

Students will become familiar with laws that pertain to the media. Students can research cases where these laws (libel, slander, lawsuits, freedom of speech, etc) made an impact. Students can either work collaboratively or independently to locate such cases and present them to peers.

Resources

Instructional Text:

Journalism Who, What, When, Why and How by James Glen Stovall
(www.ablongman.com/stovall11e/contents.html)

Chapters used for this unit:

Chapter 24: Law and the Journalist

Chapter 25: Ethical Practices

Online Resources:

(Media law and ethics) <https://jclass101.weebly.com/in-class-practice-exercises.html> (Media Law model and Ethics model)

(Media ethics) <https://spj.org/ethicscode.asp>

(Media ethics)
https://owl.purdue.edu/owl/subject_writing/journalism_and_journalistic_writing/media_ethics.html

(Additional resources) www.schooljournalism.org/lesson-plans-4/ (Journalism Fundamentals Lessons link: *Journalism Ethics* and *Law and First Amendment*)

Suggested Modifications for Special Education, ELL and Gifted Students

*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

*Collaborative activities will include high/low grouping to provide peer support.

*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

*Lower level students will receive supplemental materials, as needed, and will receive peer support.

*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

*Redirection of students, as needed.

Topic/Selection

Topic/Selection	Objectives	Instructional Activities	Assessments Standards
<p>Time Frame</p> <p>Unit 7: Media Ethics and Laws</p> <p>1-1.5 weeks</p>	<p>SWBAT identify media ethics and practice scenarios where they need to consult their own ethics</p> <p>SWBAT become familiar with laws that pertain to the media</p>	<p>Students will view journalistic ethics from actual cases involving real reporters. They will then engage in a group activity where they are given a "what would you do" scenario. They must discuss what ethics will come into play. Groups will share their outcomes with one another and discuss some of the different choices that they made and why they opted to do what they did.</p> <p>Students will discuss and understand how bias and personal opinion affect how the news is reported. Students will research articles on the same topic, but by different authors or from newspapers in different parts of the country. They will analyze these articles to determine if bias and/or personal opinion is evident and how that shapes the way the story is told.</p> <p>Students will learn about laws that pertain to the media.</p>	<p>"What would you do" scenarios where students must identify what ethics will determine their choices.</p> <p>LA.RI.7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 7.9</p> <p>Analyze articles on the same topic, but by different authors to determine if bias is evident in the story.</p> <p>Research case studies where laws made an impact on</p>

They will become familiar with these laws and work collaboratively to find cases where libel, slander, freedom of speech, etc, made an impact on the story. Students can research different cases and then present them to their peers. the media.

Cross Curricular/21st Century Connections

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of

problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Suggested Technological Innovations

TECH.8.1.8.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for

	usability.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.2.8.B.CS4	The influence of technology on history.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.