JOURNALISM
GRADES 9-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: TBD          Michael Nitti
Produced by:    Kelly Kawalek, Supervisor    Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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Unit 1: History of Journalism (Pacing - 13 Days)

Why Is This Unit Important?

This unit introduces students to the important role newspapers and journalists played in shaping American history. This unit emphasizes some of the earliest and most influential developments involving newspapers. This unit emphasizes the need to distinguish between fact/opinion and truth/propaganda to create an informed citizenry so necessary to the success of a democratic society. The big ideas embedded in this unit include the following:

- There are specific elements of ethics and journalistic history that are integral to the study of journalism.
- Throughout history, newspapers and journalists were (and are still today) agents of social change.
- Free press is an essential element to a democratic society.

Enduring Understandings:

- Journalism’s history creates the foundation for contemporary news writing and reporting.
- Ethical decisions have an impact on journalistic reporting.
- The first amendment and legal cases impact a journalist’s final product.

Essential Questions:

- Why is it important to learn the history of journalism?
- How do ethics impact the reporting/writing of a news story?
- How does the first amendment guarantee one’s freedom of speech and how do legal cases impact that freedom?
- What is a ‘code of conduct’ for journalists?

Acquired Knowledge:

- The ethical dilemma between the public’s right to know versus the individual’s right to privacy
- How legal precedence is established regarding First Amendment issues
- How journalism evolved as a profession
- The relationship between American history and journalism

Acquired Skills:

- Define journalism, ethics, slander, libel and bias.
- Understand the purpose and language of the first amendment.
- Understand the importance of ethics and analyze historical ethical cases.
- Distinguish between facts and opinions by summarizing data; detecting bias, stereotypes and clichés; and recognizing unstated assumptions.
- Research the history of journalism.
- Identify key contributors and historical figures in American Journalism.
- Recognize issues of sensitivity (racism, sexism, social class injustice, etc.).
• Analyze how journalism is inextricably intertwined with the history of the United States.
• Identify the roles and responsibilities of journalists.

**Benchmark or Major Assessments (including one benchmark assessment):**
• Research the First Amendment and create a technology-based project of research.
• Debate cases involving ethical decisions.
• Group presentations on the history of journalism (Benchmark)
• Persuasive speech defending a case
• Web quest to identify key definitions and key people
• Interview community professionals and others about defamation and censorship issues.

**Instructional Materials:**

- *Inside Reporting* Tim Harrower:
  - Chapter One: The story of journalism
  - Chapter Seven: Law and ethics
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall
- Edmodo, computers, internet access
- *News Under Fire* Video

**Interdisciplinary Connections:**

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)

**Technology Connections:**

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW for *News Under Fire* Video

**Accommodations or Modifications for Special Education, ESL or Gifted Learners:**

- Cooperative learning strategies to facilitate peer assistance
- Additional time
- Provide ancillary materials and re-teaching assignments to students who require additional practice
- Incorporate activities that appeal to multiple intelligences and learning styles
- Chunk information
- Preferential seating
- Advanced students may pursue independent research in the topics outlined in this unit (i.e., case law focused on the First Amendment), and/or may take on leadership roles in cooperative learning group
List of Applicable Common Core State Standards for English Language Arts:

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.2, CCR.R.3, CCR.R.4, CCR.R.6, CCR.R.7, CCR.R.8, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.4, CCR.SL.5
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.4, CCR.L.6

*Since this course is offered to students in Grades 9-12, the standards listed are the College and Career Readiness Anchor Standards that serve as the focus of the ELA standards in all grades.*
# History of American Journalism: Group Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Presentation includes at least 10 specific focus media, famous journalists, technological advances, legal or government regulations and libel (as pertained to group topic) and thoroughly explained their significance to journalistic history.</td>
<td>Presentation includes 8-10 specific famous media, legal or government regulations and libel (as pertained to group topic) and thoroughly explained their significance to journalistic history.</td>
<td>Presentation included at least 7-10 specific famous media, famous journalists, technological advances, legal or government regulations and libel (as pertained to group topic) and explained their significance to journalistic history.</td>
<td>Presentation included 7 or fewer specific famous media, famous journalists, technological advances, legal or government regulations and libel (as pertained to group topic) but may not explain each thoroughly.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Group selects an appropriate tool to enhance their presentation through a variety of print, image. Makes thoughtful choices about font, color, graphics and effects to enhance rather than distract from the presentation.</td>
<td>Group selects an appropriate tool to enhance their presentation through a variety of print, image. Makes appropriate choices about font, color, graphics and effects to enhance the presentation.</td>
<td>Group selects a tool and includes a variety of print, image. Font, color, graphics or effects may distract from the presentation.</td>
<td>Group selects tool for presentation but may not include a variety of print, image. Font, color, graphics or effects distract from rather than enhance the presentation.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>There is an appropriate title, method of development, pacing, transitions and closure to assist audience comprehension.</td>
<td>There is an appropriate title, method of development, pacing, transitions and closure.</td>
<td>There is a title but there may be lapses in development, pacing, transitions or closure which distracts audience comprehension.</td>
<td>Title, method of development, pacing, transitions or closure are unclear or missing.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Group effectively delegates tasks, manages time efficiently and contributes equally.</td>
<td>Group delegates tasks, manages time efficiently and contributes equally.</td>
<td>Group may not have delegated tasks well, managed time efficiently or contributed equally.</td>
<td>Group did not delegate tasks, manage time efficiently or contribute equally.</td>
</tr>
<tr>
<td><strong>Teacher Comments</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Unit 2: Print Media (Pacing - 22 Days)

Why Is This Unit Important?

This unit is important because it introduces students to the variety of writing styles associated with newspaper writing. Students will practice researching, interviewing, writing and editing, while following specific style rules and the Associated Press Writing guidelines. The big ideas embedded in this unit include the following:

- There are various approaches to reporting; with each approach, it is essential that a reporter develop an original voice.
- It is essential to utilize objective sources when creating and reporting a variety of story types.
- There are various newspaper writing styles.
- There are varying AP stylebook rules for the different news writing styles.

Enduring Understandings:

- Journalists must be researchers and as such must gather and critique information from different sources for specific purposes.
- Good writers use a repertoire of strategies which enables them to vary form and style in order to write for different purposes, audiences and contexts.
- The different newspaper writing styles require the knowledge of the different rules and structure.
- Avoiding bias and libel is imperative when reporting.

Essential Questions:

- Why is it important to evaluate more than one source when writing an article?
- How does one know where to search for your information?
- Why do writers employ various strategies for different audiences?
- How does knowledge of form and style affect the written product?
- Does the structure of a news story differ from that of a sports, feature and in-depth story?
- What are the different forms of libel? What are the repercussions? How can a journalist avoid them?

Acquired Knowledge:

- The sources from which one gathers information affects the outcome of objectivity.
- There are consequences of too little research and fact finding.
- There are various types of news stories, each with its own purpose and each used at a specific time.
- The knowledge of one’s audience affects writing style.
- Technology affects writing methods.
- Organization is extremely important in effective communication.
- Plagiarism is a crime.
- There are many forms of libel.
• There are four different writing styles: news, feature, sports, in-depth.
• There is an appropriate way to set up, conduct and incorporate interviews and/or quotes into an article.

Acquired Skills:

• Identify the five Ws and the H.
• Understand and implement the inverted pyramid.
• Identify and qualify sources in research while remaining aware of source bias and/or party position.
• Create original news stories of the different styles using multiple sources to create objective pieces.
• Explain the differences between the types of stories (news, feature, sports, in-depth).
• Conduct interviews with primary sources for inclusion in new stories.
• Utilize the Associated Press Stylebook for guidelines and rules
• Define and identify examples of libel and bias and explore methods to avoid both.

Benchmark or Major Assessments (including one benchmark assessment):

• Write a 300-500 word news article (Benchmark).
• Write a 300-500 word feature/sports/in-depth article.
• Create a PowerPoint on the different news writing styles.
• Debate situation of libel/slander.
• Collaborative research and group presentations on the different writing styles.
• Web quest to identify top awards/journalists for the different writing styles.
• Interview community professionals and school leaders in order to successfully complete an article.

Instructional Materials:

• Inside Reporting Tim Harrower:
  o Chapter Two: How newsrooms work
  o Chapter Three: Newswriting basics
  o Chapter Four: Reporting basics
  o Chapter Five: Covering the News
  o Chapter Six: Beyond breaking news
• Writing & Editing School News Hardwood & Hudnall (workbook handouts)
• Student Workbook for High School Journalists Homer L. Hall
• Edmodo, internet access
• John Stossel's Stossel in the Classroom video clips
• Student computers for: researching; writing; editing; communicating between/with classmates via class blog
• Microsoft Office
• All the Presidents Men film and study guide (in-depth/investigative reporting)
Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Politics (Investigative Reporting highlights political scandal---Military Brutality, Watergate, Teapot Dome, etc.)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW for John Stossel's Stossel in the Classroom video clips and for All the President's Men film
- Websites for instructional materials and other resources:
  - [www.jprof.com/writing/inverted_pyramidchecklist.com](http://www.jprof.com/writing/inverted_pyramidchecklist.com) (inverted pyramid checklist)
  - [www.americanpressinstitute.org](http://www.americanpressinstitute.org)
  - [www.apstylebook.com](http://www.apstylebook.com)

Accommodations or Modifications for Special Education, ESL or Gifted Learners:

- Cooperative learning strategies to facilitate peer assistance
- Additional time as needed
- Provide ancillary materials and re-teaching assignments to students who require additional practice
- Incorporate activities that appeal to multiple intelligences and learning styles
- Chunk information
- Preferential Seating
- Advanced students may pursue independent research in the topics outlined in this unit and/or may take on leadership roles in cooperative learning groups

List of Applicable Common Core State Standards for English Language Arts:

- College and Career Readiness Anchor Standards: Reading CCR.R.1, CCR.R.2, CCR.R.3, CCR.R.4, CCR.R.5, CCR.R.6, CCR.R.10
- College and Career Readiness Anchor Standards: Writing CCR.W.1, CCR.W.2, CCR.W.3, CCR.W.4, CCR.W.5, CCR.W.6, CCR.W.7, CCR.W.8, CCR.W.9, CCR.W.10
- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5

*Since this course is offered to students in Grades 9-12, the standards listed are the College and Career Readiness Anchor Standards that serve as the focus of the ELA standards in all grades.*
# Journalism: News Story Evaluation Sheet

<table>
<thead>
<tr>
<th></th>
<th>10 Points</th>
<th>9 Points</th>
<th>8 Points</th>
<th>7 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength of Lead</strong></td>
<td>Lead is excellent; has originality; draws in the reader</td>
<td>Lead is good; interesting; gets readers’ attention</td>
<td>Lead is acceptable, but not especially interesting</td>
<td>Lead is weak, uninteresting or may require a rewrite</td>
</tr>
<tr>
<td><strong>Strength of Quotes</strong></td>
<td>Quotes are excellent, demonstrate the writer’s willingness to get all angles and give superior insight into the subject</td>
<td>Quotes are good, give story a voice, provide the reader with insight into subject and provide an objective view</td>
<td>Quotes are acceptable, though there could be more</td>
<td>No quotes or not enough quotes, quotes are short and add little to the story or they were not well-chosen</td>
</tr>
<tr>
<td><strong>Strength of Supporting Details</strong></td>
<td>Excellent supporting detail; very complete with all angles covered</td>
<td>Good supporting detail and analysis; could have a little more information</td>
<td>Adequate supporting detail, but still could be stronger with more analysis or information</td>
<td>Little to no supporting detail or analysis of information</td>
</tr>
<tr>
<td><strong>Quality of Research</strong></td>
<td>Excellent research shown and all angles covered</td>
<td>Good research shown and almost all angles covered</td>
<td>Adequate research, though not all angles covered</td>
<td>Story shows little to no research</td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>Excellent writing; no mistakes in grammar or news writing rules</td>
<td>Good writing; almost no mistakes in grammar or news writing rules</td>
<td>Adequate writing, though some mistakes in grammar or news writing rules</td>
<td>Writing is weak, no transitions or many mistakes in grammar and/or news writing rules</td>
</tr>
<tr>
<td><strong>Level of Teacher Influence on Article</strong></td>
<td>Student work was independent; no input on part of the teacher on who to interview or what to include; little to no rewriting</td>
<td>8-9 Points</td>
<td>Student mostly worked independently, though some teacher input was required</td>
<td>7 Points Adequate work done by student, however much of the research and detail was directed by the teacher</td>
</tr>
<tr>
<td><strong>Newsworthiness of Subject</strong></td>
<td>Excellent story; shows excellent news judgment</td>
<td>Story is newsworthy; good news judgment</td>
<td>Story somewhat newsworthy; some judgment shown</td>
<td>Story not newsworthy</td>
</tr>
<tr>
<td><strong>Overall Effort/Use of Time</strong></td>
<td>19-20 Points Excellent time management; student worked throughout the time provided; worked diligently until story’s completion</td>
<td>18 Points Good time management and self-reliance, though there were some instances of wasting time</td>
<td>16-17 Points Time used adequately, but could have been done quicker; adequate independence but a bit too much reliance on teacher</td>
<td>14-15 Points Story took longer to write than necessary; student did not make good use of time or there was too much reliance on the teacher</td>
</tr>
<tr>
<td><strong>Finished Product</strong></td>
<td>10 Points No additions or corrections needed</td>
<td>7-9 Points No major additions, but a few to several minor corrections needed</td>
<td>6 Points Some major additions needed</td>
<td>5 Points Many major additions or corrections needed</td>
</tr>
</tbody>
</table>

Teacher’s Comments:

Total /100
Unit 3: Style, Editing and Layout (Pacing - 12 Days)

Why Is This Unit Important?

This unit is important because it elucidates the proper rules, guidelines and organization of newspaper writing and newspaper layout, in addition to emphasizing the process of writing. Students will identify the parts of a story, a newspaper page and the proper way to format articles, headlines, leads and captions. The big ideas embedded in this unit include the following:

- Editing and copy play a very important role in contemporary news reporting.
- There is a very specific structure to a news article; there are also essential parts of a news article and of a full newspaper page.
- There are rules when writing headlines and captions.
- Different leads pertain to different writing styles and evoke different responses from a reader.

Enduring Understandings:

- Mastery of language is a key component of any career in communication.
- The style of a page, headlines and captions provide necessary information to a reader.
- A speaker’s choice of words and style set a tone and define a message.

Essential Questions:

- How does grammar affect one’s understanding of language?
- Why is it important for one to proofread and edit his/her work?
- How do the style and layout of a page provide information to a reader?
- How does a headline entice a reader?
- How can a caption provide important information?

Acquired Knowledge:

- Revision and editing are key elements in the field of journalism.
- There is an Associated Press stylebook rules of which any journalist must be familiar.
- There are various types of leads, each with a very specific use.
- There are different headlines, again, each with its own use.
- Headline, lead and caption writing require a specific set of rules and skills.

Acquired Skills:

- Recognize and utilize editing and copying symbols.
- Understand and explain the purpose and use of a stylebook.
- Understand and explain the purpose and importance of revision.
- Label the parts of a story.
- Label the parts of a page.
- Identify and define the different types of headlines and explain why/when they are used.
- Explain the rules for effective caption writing.
Benchmark or Major Assessments (including one benchmark assessment):

- Creating a front page project (Benchmark)
- Quizzes and/or tests based upon reading
- Create a PowerPoint on the AP Stylebook rules and copy/editing marks.
- Edit given pieces using copy symbols and knowledge of effective revision
- Label all parts of story and page
- Identify effective and ineffective headlines and captions
- Web Quest of notorious headlines

Instructional Materials:

- *Inside Reporting* Tim Harrower:
  - Chapter Three: Newswriting basics
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall
- Edmodo, computers, internet access
- PC/COW
- Poster materials, newspapers, art supplies for creating front page project

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to project front pages of papers and to evaluate headlines/captions
- Helpful websites:
  - [www.apstylebook.com](http://www.apstylebook.com)
  - [www.hsj.org](http://www.hsj.org)
  - [www.americanpressinstitute.org/toolbox](http://www.americanpressinstitute.org/toolbox)

Accommodations or Modifications for Special Education, ESL or Gifted Learners:

- Cooperative learning strategies to facilitate peer assistance
- Additional time
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- College and Career Readiness Anchor Standards: Speaking and Listening CCR.SL.1, CCR.SL.2, CCR.SL.3, CCR.SL.4, CCR.SL.5, CCR.SL.6
- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5, CCR.L.6

*Since this course is offered to students in Grades 9-12, the standards listed are the College and Career Readiness Anchor Standards that serve as the focus of the ELA standards in all grades.*
This assignment will require small groups; responsibilities should be allotted to the group members as follows:

- **Editor:** must organize the exercise, edit copy (text) and write the headlines
- **Reporters:** must research and write the copy (text)
- **Production Person:** must be responsible for the layout and physical assembly of the finished product, including the index

Once assignments have been made, the group will decide on the nature of the paper and what story items will be of interest for the audience.

The group will then write 3-5 stories, prepare the stories for production (including graphics, headlines, bylines, etc.) and prepare the shape and graphics of the paper’s front page.

Some suggestions for types of front page news:

- Activities of your school
- A book which you have studied in class
- Community newspaper
- National newspaper
- Paper in a nursery
- Sports section
- Music section

When the page has been completed, it will be displayed in the classroom and a brief oral presentation will be prepared for the class by the editor. It must include the following:

- What is your target audience?
- What criteria were involved in your editorial selection process?
- What criteria were involved in your decisions regarding the design and layout of your page?
### Assessment Guide

#### Paper:

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the paper been clearly identified and is it appropriate for the target audience?</td>
<td>/5</td>
</tr>
<tr>
<td>Has the work been completed on time? Does it contain at least 12 of the 14 parts of a page (flag, edition, infographic, deck, text, jump line, cutline, teaser, refer, wire story, mug shot, centerpiece, index, logo)?</td>
<td>/5</td>
</tr>
<tr>
<td>Have the various story items been interesting and consistent with proper journalistic style?</td>
<td>/10</td>
</tr>
<tr>
<td>Has the placement of the copy on the page been effective graphically? Has it been placed logically?</td>
<td>/10</td>
</tr>
<tr>
<td>Is the design colorful and eye-catching? Neat? Is it attractive on the page?</td>
<td>/5</td>
</tr>
<tr>
<td>Have the normal rules of grammar, spelling and sentence structure been observed?</td>
<td>/5</td>
</tr>
<tr>
<td>Does the use of language show some imagination and style?</td>
<td>/5</td>
</tr>
<tr>
<td>Quality and creativity of the 3-5 stories, including headline, byline, lead, etc.</td>
<td>/15</td>
</tr>
</tbody>
</table>

#### Presentation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The target audience has been clearly identified.</td>
<td>/10</td>
</tr>
<tr>
<td>The editorial selection process was explained clearly.</td>
<td>/10</td>
</tr>
<tr>
<td>The design/layout criteria were explained clearly.</td>
<td>/10</td>
</tr>
<tr>
<td>Questions from the class were handled capably.</td>
<td>/10</td>
</tr>
</tbody>
</table>

**Total:** ____/100
Unit 4: Opinion Writing [Columns, Editorials, Reviews] (Pacing - 8 Days)

Why Is This Unit Important?

This unit is important because it shows students the appropriate place, techniques and forums for writing opinion pieces for journalism. It is important for students to know that there is an acceptable and formal way of expressing one’s opinions and ideas. The big ideas embedded in this unit include the following:

- There are opinion writing rules that are expected to be followed in the field of journalism.
- There are distinct differences between columnists, editorialists and reviewers.
- There are specific places and procedures to follow when publishing an opinion piece.

Enduring Understandings:

- Powerful publications maintain a stable of columnists, each with a distinctive voice to appeal to readers’ interests.
- Publications need editorials, reviews and columns to provide the personality and passion that news reporting does not permit.
- Opinion Writing still requires reporting, interviewing, research and investigating.

Essential Questions:

- Are commentators true journalists?
- Are opinion writers true journalists?
- Why is it important for a newspaper to include an opinion section? What does this offer readers that straight news cannot?

Acquired Knowledge:

- There are differences between commentators and journalists.
- There are different types of columns.
- There are guidelines for writing reviews.
- There are Components of Editorial writing.

Acquired Skills:

- Define commentator, reviewer, editorial and columnist.
- Identify, define and provide examples of the three types of Columns: topical, personal and slice of life.
- Identify the array of items to be reviewed (from films to electronics) and describe how a journalist would prepare for the different areas.
- Defend the purpose of an editorial.
- Describe the rationale for having an editorial policy at a newspaper.
- Explain the differences between editorial, review and column.
Benchmark or Major Assessments (including one benchmark assessment):

- Write a 300-500 word opinion article (Benchmark).
- Formal assessments of reading passages (i.e., textbook)
- Create a PowerPoint on the different opinion writing styles.
- Debate whether commentators/opinion writers are true journalists or not.
- Collaborative research and group presentations on influential opinion writers (print and television)
- Web quest to identify top writers/anchors for opinion writing

Instructional Materials:

- *Inside Reporting* Tim Harower:
  - Chapter Four: Reporting basics
  - Chapter 6: Beyond breaking news
- *Writing & Editing School News* Hardwood & Hudnall (workbook handouts)
- *Student Workbook for High School Journalists* Homer L. Hall
- Edmodo, internet access
- John Stossel's *Stossel in the Classroom* video clips (to evaluate for commentary/opinion)
- Student computers for: researching; writing; editing; communicating between/with classmates via class blog
- Microsoft Office

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Politics (Investigative Reporting highlights political scandal---Military Brutality, Watergate, Teapot Dome, etc.)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Edmodo, internet access
- John Stossel's *Stossel in the Classroom* video clips (to evaluate for commentary)
- Student computers for: researching; writing; editing; communicating between/with classmates via class blog
- Microsoft Office
- Helpful website:
  - [www.languagearts.pppst.com/journalism.html](http://www.languagearts.pppst.com/journalism.html) (power point on how to write editorials)
  - [http://www.robertgreenman.com](http://www.robertgreenman.com) (tips on how to write all styles, specifically—How to write a movie/music review like a NY Times Reviewer)
Accommodations or Modifications for Special Education, ESL or Gifted Learners:

- Cooperative learning strategies to facilitate peer assistance
- Additional time
- Provide ancillary materials and re-teaching assignments to students who require additional practice
- Incorporate activities that appeal to multiple intelligences and learning styles.
- Chunk information
- Preferential seating
- Advanced students may pursue independent research in the topics outlined in this unit and/or may take on leadership roles in cooperative learning groups

List of Applicable Common Core State Standards for English Language Arts

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- College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.4, CCR.L.5, CCR.L.6

*Since this course is offered to students in Grades 9-12, the standards listed are the College and Career Readiness Anchor Standards that serve as the focus of the ELA standards in all grades.*
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead/Opinion</strong></td>
<td>This article has a clear lead and opinion which makes the reader want to continue reading.</td>
<td>This article has a clear opinion but a weak lead. Readers may not be interested in reading more.</td>
<td>There is a clear lead, but it is hard to understand the writer's opinion.</td>
<td>This editorial has no clear lead which does not encourage the reader to continue.</td>
</tr>
<tr>
<td><strong>Impact on Society</strong></td>
<td>The issue has a definite impact on society and the author gives recommendations to fix it.</td>
<td>The issue has an impact on society and there are thoughts on how to fix it.</td>
<td>The issue is not current or relevant to the students' lives.</td>
<td>This article contains an issue which impacts only a few people in society.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>The article has at least 3 different but logical supports.</td>
<td>The article has at least 2 different but logical supports.</td>
<td>The article has at least 1 different but logical support.</td>
<td>The article has no evidence of supports.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>The writer has a specific/appropriate audience.</td>
<td>The writer has an audience but occasionally loses focus.</td>
<td>The writer alludes to an audience, but it isn't clear.</td>
<td>There seems to be no indication of an audience.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>There are no spelling or grammar mistakes.</td>
<td>There are few spelling or grammar mistakes.</td>
<td>There are some spelling or grammar mistakes.</td>
<td>There are many spelling or grammar mistakes.</td>
</tr>
</tbody>
</table>
Unit 5: Broadcast Journalism (Pacing - 23 Days)

Why Is This Unit Important?

Broadcast journalism requires a different set of skills and writing rules than print journalism. This unit is important because it provides students a real world experience by creating, writing, filming, editing and packaging a broadcast news segment. This unit provides each student the necessary career readiness skills for a future in broadcast journalism, including but not limited to: critical thinking, working collaboratively, problem solving, taking initiative and overcoming obstacles (technical, logistics and personality differences) while working within a tight deadline. The big ideas embedded in this unit include the following:

- There are specific rules of broadcast writing and those rules differ from radio to television.
- Reporting, interviewing and packaging a broadcast segment are three separate skill sets, each with its own set of standards and all equally important.
- There are common forms and formats used for broadcast news stories.
- Transferring successful reporting from paper to live media is a challenging task that requires focus and strategy.

Enduring Understandings:

- Broadcast journalism is a recursive process that requires constant reflection on timeliness, impact and effectiveness.
- Understanding one’s target audience is key in presenting a journalistic piece or broadcast segment to the public.
- Technology has changed the style of writing used in communication.

Essential Questions:

- Why is it important for journalists to tackle tough subjects and events?
- What decisions must a journalist make in determining newsworthiness for a specific news station?
- How should broadcast stories be organized?
- Why is basic language effective in broadcast journalism, more so than in written journalism?
- Why is understanding one’s audience so important to an effective delivery?
- How must live broadcasting affect one’s writing style?
- How do time management and communication skills become the focus of a cooperative working environment?

Acquired Knowledge:

- There are distinct differences between broadcast writing and newspaper writing.
- Time and attention span impact one’s writing style.
- There are content-specific terms associated with broadcast journalism that one must understand and be able to apply in order to communicate effectively.
- Technology lends itself to more succinct and quick communication.
Acquired Skills:

- Define: copy, briefs, actuality, lead-in, slug, voice over, B-Roll, package, anchor intro, bridge, toss, run-down, on cam, prompter, over the shoulder graphic, tag, talent, in-cue, out-cue, split page script, anchor.
- Analyze various broadcast styles for effectiveness.
- Identify the different skills required for broadcast writing.
- Write a broadcast piece that follows standards.
- Define reflection and understand real world deadlines, understanding that reflection is an essential step in creating polished pieces and that timeliness and planning are key elements.
- Organize and create schedules that allow for writing, editing and reflection.
- Work cooperatively to package a complete broadcast skit of 5-8 minutes.

Benchmark or Major Assessments:

- Cooperative Broadcast Skit (Benchmark)
- Reading quizzes or tests
- Create a PowerPoint on the rules of Broadcast Journalism and the differences between print and broadcast writing.
- Debate the thought process behind selecting topics for specific news markets.
- Web quest to identify key definitions and key people in broadcast journalism
- Students complete reflection sheets about the performance and effectiveness of their own and their groups’ work
- Class exercises on script writing

Instructional Materials:

- Inside Reporting Tim Harrower
- Writing & Editing School News Hardwood & Hudnall (workbook handouts)
- Student Workbook for High School Journalists Homer L. Hall
- Edmodo, computers, internet access
- Video clips of different broadcast news segments
- Windows Movie Maker
- Flip Camera/DVD recorder
- Audio recording device
- PC/COW to present finished video skits

Interdisciplinary Connections:

- History (People, Events, Newspapers)
- Science/Technology (Impacts, Changes)
- Arts/Music/Entertainment/Sports

Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to present actual broadcast segments and class projects
• Websites for Instructional Materials
• Windows Movie Maker
• Flip Camera/DVD recorder
• Audio recording device

**Accommodations or Modifications for Special Education, ESL or Gifted Learners:**

• Cooperative learning strategies to facilitate peer assistance
• Additional time
• Provide ancillary materials and re-teaching assignments for additional practice
• Incorporate activities that appeal to multiple intelligences and learning styles.
• Chunk information
• Preferential seating
• Advanced students may pursue independent research in the topics outlined in this unit and/or may take on leadership roles in cooperative learning groups

**List of Applicable Common Core State Standards for English Language Arts:**

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• College and Career Readiness Anchor Standards: Language CCR.L.1, CCR.L.2, CCR.L.3, CCR.L.5, CCR.L.6

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## Broadcast Journalism: Skit Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>Excellent 20 Points</th>
<th>Good 15 Points</th>
<th>Fair 10 Points</th>
<th>Poor 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Target Audience addressed</td>
<td>The student presents information in a logical, interesting sequence which the audience can follow.</td>
<td>The student presents information in logical sequence which the audience can follow.</td>
<td>The audience has difficulty following the presentation because the information seems to jump around.</td>
<td>The audience cannot understand the presentation because there is no logical sequence of information.</td>
</tr>
<tr>
<td>- Use of Run Down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear toss between anchors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>The student demonstrates full knowledge by thoroughly covering all news topics with explanations and elaborations.</td>
<td>The student is at ease with the news topics, but he/she fails to elaborate with sufficient detail.</td>
<td>The student is uncomfortable with the news topics and presents rudimentary information.</td>
<td>The student does not appear to have a grasp of the information. The student cannot fully explain the news topics.</td>
</tr>
<tr>
<td>- Use of time (5-8 minutes without commercials)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A variety of news topics that adhere to target audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>The student’s graphics explain and reinforce screen text and presentation.</td>
<td>The student’s graphics relate to the text and to the presentation.</td>
<td>The student occasionally uses graphics that rarely support the text and/or the presentation.</td>
<td>The student uses superfluous graphics or no graphics at all.</td>
</tr>
<tr>
<td>- Variety of Broadcast techniques used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Video A – Interview clips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Video B – Borrowed Video</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sound bites</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Still images</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>The presentation has no spelling, grammar, and/or broadcast errors.</td>
<td>The presentation has no more than two errors in spelling, grammar, and/or broadcast writing.</td>
<td>The student’s presentation has three misspellings and/or grammatical/broadcast errors.</td>
<td>The student’s presentation has four or more spelling, grammatical, and/or broadcast errors.</td>
</tr>
<tr>
<td>- Script follows the broadcast writing rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>The student maintains eye contact and seldom returns to his/her notes.</td>
<td>The student maintains eye contact most of the time but frequently returns to his/her notes.</td>
<td>The student occasionally uses eye contact, but still reads most of his/her report.</td>
<td>The student reads all of the report with no eye contact.</td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>The student uses a clear voice and correct, precise pronunciation of terms. All audience members can hear the presentation with ease.</td>
<td>The student’s voice is clear; most audience members can hear the presentation. He/She pronounces most words correctly.</td>
<td>The student’s voice is low, making the presentation difficult to hear. He/She may incorrectly pronounce terms.</td>
<td>The student mumbles, incorrectly pronounces terms, and/or speaks too loudly/softly, making the presentation difficult to hear.</td>
</tr>
</tbody>
</table>

**COMMENTS/EXTRAS:**
Unit 6: Online Journalism (Pacing - 7 Days)

Why Is This Unit Important?

Online journalism requires a different set of technological skills and writing rules than print or broadcasting journalism. This unit is important because it provides students a real world experience by packaging an online news segment that will be uploaded to the school’s online newspaper. Actual technical skills essential for online media are utilized: photos, audio and video components, graphics, hyperlinks and polls. This unit provides students with the necessary career readiness skills such as: critical thinking, working collaboratively, problem solving, taking initiative, overcoming obstacles (technical, logistics and personality differences) while working on a tight deadline with a specific targeted audience. This unit is important because all students will end with their work published online. The big ideas embedded in this unit include the following:

- There are elements of online journalism, including but not limited to headlines, captions, copy and article summaries, each differing from print and broadcast journalism.
- Reporting, interviewing and incorporating multimedia into online articles require a specific skill set which differs from other kinds of researching, writing and reporting.
- Transferring knowledge of successful reporting from paper to online media requires that one follow specific steps and apply specific strategies.

Enduring Understandings:

- Online versions of a newspaper adhere to a different set of standards than both print and broadcast journalism.
- Knowing and understanding one’s target audience is key when presenting one’s online news to the public.
- Online journalism is a recursive process that requires constant reflection on timeliness, impact and effectiveness.

Essential Questions:

- Why is basic language effective in online journalism?
- What are the differences between print and web stories?
- Will digital media replace tree-newspapers?
- Why is it essential to update (revise) news reports quickly and often online?
- Why is it important to incorporate multimedia in online packages?

Acquired Knowledge:

- There are distinct differences between online writing and newspaper or broadcast writing.
- An audience’s attention span (scanning internet articles) must be considered when a journalist is determining his/her writing style.
- There are common key terms and broadcasting jargon associated with online broadcasting.
- How technology lends itself to more succinct and quick communication
- How the news is presented through graphics, audio, video, photos and text
Acquired Skills:

• Define: navigation button, search engine, lead story, interactive extras, links, page depth.
• Define blog terminology such as blogosphere, post, host, thread, troll, spam, permalink, beat blog, RSS, microblogging and vlog.
• Analyze different online newspapers for techniques, target audiences, style of layout and multimedia options.
• Identify the different skills required for online package planning.
• Write an online multimedia package piece that follows standards.
• Define reflection and understand real world deadlines, understanding that reflection is an essential step in creating polished pieces and that timeliness and planning are key elements.
• Organize and create schedules that allow for writing, interviewing, imbedding multimedia, editing and reflection.
• Work cooperatively to package a complete broadcast skit of 4-6 minutes.

Benchmark or Major Assessments (including one benchmark assessment):

• Online Packages Project (Benchmark)
• Reading-based quizzes or tests
• Create a PowerPoint on the rules of Online Journalism and the differences between print and broadcast writing
• Debate the thought process behind selecting topics for specific news markets
• Web quest to identify key definitions and key people in online journalism
• Students complete reflection sheets about the performance and effectiveness of their own and their groups’ work
• Class exercises on script writing

Instructional Materials:

• Inside Reporting Tim Harrower
• Writing & Editing School News Hardwood & Hudnall (workbook handouts)
• Student Workbook for High School Journalists Homer L. Hall
• Edmodo, computers, internet access
• Video clips/Still Images/Audio Clips for Online Packages
• Windows Movie Maker
• Flip Camera/DVD recorder
• Audio recording device
• PC/COW to access online editions of newspapers
• Computer Labs to compile multimedia
• HSJ.org to upload articles

Interdisciplinary Connections:

• History (People, Events, Newspapers)
• Science/Technology (Impacts, Changes)
• Arts/Music/Entertainment/Sports
Technology Connections:

- Use of Edmodo (Educational Class Blog)
- Web based news sources
- PC/COW to present actual broadcast segments and class projects
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- Audio recording device
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- Additional time
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- Chunk information
- Preferential seating
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## Journalism - Online Packages

### Project A:

#### Media (75%)

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the media (image, video or graphic) appropriate for the target audience?</td>
<td>/10</td>
</tr>
<tr>
<td>Has the work been completed on time and in the proper size/format (50MP max)?</td>
<td>/5</td>
</tr>
<tr>
<td>Have the various story items been interesting and consistent with proper journalistic style?</td>
<td>/10</td>
</tr>
<tr>
<td>Are the interviews well integrated, with each person clearly introduced?</td>
<td>/10</td>
</tr>
<tr>
<td>VIDEO: Are camera movements clear? Do they follow proper techniques?</td>
<td></td>
</tr>
<tr>
<td>AUDIO: Is the audio clear and easy to hear? Is it at the same level throughout the entire broadcast?</td>
<td>/15</td>
</tr>
<tr>
<td>Have the normal rules of grammar, spelling and sentence structure been observed?</td>
<td>/5</td>
</tr>
<tr>
<td>Does the use of language show imagination and style?</td>
<td>/5</td>
</tr>
<tr>
<td>Is the final product of high quality? Is it creative?</td>
<td>/15</td>
</tr>
</tbody>
</table>

#### Writing (25%)

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the target audience clearly identified?</td>
<td>/10</td>
</tr>
<tr>
<td>Were all seven elements submitted for publication to the website?</td>
<td>/10</td>
</tr>
<tr>
<td>Were the normal rules of grammar, spelling and sentence structure observed?</td>
<td>/5</td>
</tr>
</tbody>
</table>

**TOTAL: ____/100**

### Project B:

#### Media (75%)

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the topic appropriate for the target audience?</td>
<td>/5</td>
</tr>
<tr>
<td>Were all seven elements submitted for publication to the website?</td>
<td>/5</td>
</tr>
<tr>
<td>Was the research thoroughly conducted with all angles covered?</td>
<td>/5</td>
</tr>
<tr>
<td>Have the various story items been interesting and consistent with proper journalistic style?</td>
<td>/10</td>
</tr>
<tr>
<td>Were quotes thoughtfully incorporated, demonstrating the writer’s willingness to get all angles and give superior insight into the subject?</td>
<td>/10</td>
</tr>
<tr>
<td>Have the normal rules of grammar, spelling and sentence structure observed?</td>
<td>/5</td>
</tr>
<tr>
<td>Does the use of language show imagination and style?</td>
<td>/10</td>
</tr>
<tr>
<td>Is the final product of high quality? Is it creative?</td>
<td>/25</td>
</tr>
</tbody>
</table>

#### Writing (25%)

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the target audience clearly identified? Do the media match the story?</td>
<td>/10</td>
</tr>
<tr>
<td>Has the work been completed on time and in the proper size/format (50MB max)?</td>
<td>/10</td>
</tr>
<tr>
<td>Are graphics used to supplement the story without distracting the viewer?</td>
<td>/5</td>
</tr>
</tbody>
</table>

**TOTAL: ____/100**