

Secaucus  
Board of  
Education

Journalism  
Course Code: 1725  
*English Language Arts Literacy*



*Born on October 2016*  
*Aligned to the NJSLS-ELA adopted 2016*  
*Aligned to the Technology, and 21<sup>st</sup> Century Life and Careers Standards adopted 2014*  
*Adopted by the Secaucus Board of Education on December 22, 2016*

## District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Description**

Journalism/Desktop Publishing is an elective, middle to upper level communications technology course that is designed to expose students to the basics of scholastic and real world-journalistic writing technique as well as computer assisted design projects. It is not intended to replace any other English, writing course or graphic design courses, and exists to serve only in the capacity outlined above. It is intended to enlighten students with an interest in journalism and print/electronic design with the theories, history, law techniques and technology involved with those pursuits.

Furthermore, this course is an exciting, fast-paced orientation into the highly competitive field of journalism. This course will give students a chance to work in an environment where they will improve writing, interviewing, design, and photography skills. Students will have the chance to work with programs like eDesign and learn about the publishing world first hand by collaboratively helping create and publish the Secaucus High School Yearbook. Students will also learn their civic responsibility and journalistic ethic through a close examination of the First Amendment with specific attention placed on the Freedom of Press and Freedom of Speech.

By the end of this course, students will be able to:

- Research multiple perspectives of an issue and organize the evidence in an effective text structure.
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate journalism.
- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, design, figurative language, and genre to create, critique, and discuss print and non-print journalistic works.
- Use a variety of technological and information resources (e.g., libraries, databases, computer networks, video, people) to gather and synthesize information and to create and communicate knowledge.
- Use appropriate and correct grammar to improve effective communication by demonstrating a command of language, at the paragraph and sentence level.

- Use writing as a form of creative, logical, and practical communication and expression by writing in a variety of genres and for specific purposes.
- Value writing as an individual and collaborative process.
- Develop methods of inquiry for interviewing a subject and researching topic.
- Understand the history of journalism, how journalism has changed, and how journalism and the distribution of information and news continue to change.
- Understand the civic responsibility and journalistic ethic of the press.

### **Interdisciplinary Connections**

- ✓ Technology Literacy
- ✓ Social Studies
- ✓ Visual Arts
- ✓ Ethics
- ✓ Business
- ✓ Social Media
- ✓ Current Events
- ✓ Politics

### **Potential Course Modifications (ELLs, Special Education, Gifted and Talented)**

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<b>Journalistic Writing and Yearbook Basics</b>		
<b>Timing:</b>	Approximately 2-3 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.		
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>		
	<b>Reading</b>	<b>Writing</b>	
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10	<b>NJSLS</b> SL.11-12.1.A SL.11-12.1.B SL.11-12.1.C SL.11-12.1.D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	<b>Language</b>	<b>NJSLS</b> L.11-12.1.B L.11-12.2.A L.11-12.2.B L.11-12.3 L.11-12.4.A L.11-12.4.D L.11-12.5 L.11-12.5.A L.11-12.5.B L.11-12.6	
	<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12		
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>	
<ul style="list-style-type: none"> <li>How do we differentiate</li> </ul>	Students will be able to:	Clarify “What is Journalism?” In this unit the teacher will provide instruction on the “Yearbook Basics” Section of the <i>Teaching Yearbook</i>	

<p>between a fact and an opinion?</p> <ul style="list-style-type: none"> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different from other forms of writing?</li> <li>• What are the</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the differences between journalistic writing and other types of writing.</li> <li>❖ Understand the differences between citations and attribution.</li> <li>❖ Understand the differences between fact and opinion.</li> <li>❖ Understand the differences between subjective and objective reporting.</li> <li>❖ Understand and apply the basic terminology used in journalism and yearbook production.</li> <li>❖ Demonstrate the ability to write in forms and styles appropriate to the topic, audience and outlet.</li> <li>❖ Demonstrate the ability to evaluate their own and others' work for accuracy and fairness, clarity, style and grammatical correctness.</li> <li>❖ Gather and critically evaluate in-depth information from diverse sources.</li> </ul>	<p><i>Journalism</i> textbook.</p> <p>Instructions and activities should not be limited to the ones present in the textbook and should be supplemented by teacher created material such as the following Sample Activities.</p> <p>Provide students with a list of basic terminology in Journalism and Yearbook Production and help students understand what each term means. This will serve as their first vocabulary enhancement lesson and will provide a foundation for their understanding. This list should include the following terms:</p> <p><u>Vocabulary</u>          Subjective Reporting – based on opinion; when the writer’s opinions can bias the result          Objective Reporting – based on fact; when the writer’s states the facts with no bias          Rarity – How odd, different or unusual the event or situation is          Emotion – A story that has an effect on the reader’s emotions          Impact – How many people are affected by the event or situation          Proximity – Closeness, either related to geographic reasons or relational          Action – Showing that something is happening, changing or moving          Human Interest – A story, event or situation that is interesting as a reflection of human nature.          Prominence – The importance of the main people in the story, how well known.          Conflicts – Any time there is a struggle; war, elections, sports, etc.          Timeliness – How recent was the event or situation?          Change – An event or situation that displays progress for the betterment of mankind.          Primary Source – a person or persons that can provide firsthand knowledge of an event          Secondary Source – usually a document or article that provides analysis,</p>
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<p>elements of a good article?</p> <ul style="list-style-type: none"> <li>• How can journalism be used to highlight issues facing teenagers?</li> </ul>		<p>evaluation or commentary of the event after the fact.</p> <p>Stakeholders – persons that have a direct connection or interest in a story because they are involved or connected in some way and have concern for the outcome of the situation</p> <p>Lead – The first paragraph or first several sentences of a newspaper story. (Also spelled lead)</p> <p>Summary Lead – Summarizes the story by telling the most important of the 5W &amp; H in usually 35 words or less.</p> <p>Variation Leads – Any variety of creative ways to begin a news story</p> <p>Nut Graf – Usually used with variation leads to provide the summary lead immediately after in order to get all of the most important aspects of the story early.</p> <p>5 W's and H – Who, what, when, where, why and how</p> <p>Story Patterns - The structure of a story.</p> <p>Writing Process including Editing and Revision</p> <p>Transitions – words and passages used to connect one paragraph to another</p> <p>Associated Press (AP) – A cooperative news organization that provides news for newspapers, TV and Radio stations</p> <p>Further vocabulary and definitions can be found in <i>Teaching Yearbook Journalism</i></p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will learn to evaluate newsworthiness based on the 10 basic news values as defined by rarity, emotion, impact, proximity, action, human interest, prominence, conflicts, timeliness, change.</p>
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## What is News?

### NEWS IS:

- Anything printable.
- An account of an event, or a fact or an opinion that interests people.
- A presentation of current events in newspapers, magazines, periodicals, radio, or television.
- Anything that enough people want to read is news, provided it meets the standards of “good taste” and isn’t libelous.
- Anything that is timely that interests a number of readers, and the best news is that which has the greatest interest for the greatest number of people.
- Accurate and timely intelligence of happenings, discoveries, opinions, and matter of any sort that affect or interest the readers.
- The first rough draft of history.
- The study of people.

### Sample Assignment

#### 6 Steps of Skeptical Knowing Activity/Assignment

#### **Teacher Modeling:**

Review the article titled “Hack Heaven” by Stephen Glass with the class and then model think-aloud style responses to the following 6 steps/questions.

- 1) What kind of content am I encountering?
- 2) Is the information complete; and if not, what is missing?
- 3) Who or what are the sources, and why should I believe them?
- 4) What evidence is presented, and how was it tested or vetted?
- 5) What might be an alternative explanation or understanding?
- 6) Am I learning what I need to?

		<p><b>Pair-Share Work:</b> As journalists and citizens you need to approach all of your research with a skeptical outlook and use the above questions to decide on the validity and credibility of your source. You and your partner should choose any of the following current issues and find 1 blog, 1 Twitter or Facebook post, 1 article and 1 video news story about the issue. You should answer the above 6 questions for each source you find on a separate sheet of paper and be prepared to discuss your findings with the class about the credibility and validity of the information you gathered from each source.</p> <p>Current Events: (Teacher should provide students with a list of current events) Any other current event that you clear with your teacher</p> <p>Write a 1-page response about how the 6 steps of skeptical knowing would make for a better society and how it would change consumers of news.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Choose activities from the <i>Skill Set Cards</i>, such as “Five Minutes To Win It” and “Truly, The Only Permanent Record”</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Complete activities and assignments pertaining to the lessons found in <i>Teaching Yearbook Journalism: Student Workbook</i>.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will read articles demonstrating elements of news writing and label the various elements present in the article.</p>
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Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities, Investigation, and Student Experiences) Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments	Interactive Whiteboard Computer Lab or Laptops with Internet access <i>Teaching Yearbook Journalism</i> . Herff Jones. Print. <i>Teaching Yearbook Journalism: Student Workbook</i> . Herff Jones. Print. <i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i> . Herff Jones. Print. Sample yearbooks	<a href="#">“Hack Heaven” by Stephen Glass</a> <a href="#">The New York Times</a> <a href="#">School Journalism.org</a>

<b>Unit:</b>	<b>Headlines, Feature Writing, and Advertising</b>			
<b>Timing:</b>	Approximately 6-7 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10	<b>NJSLS</b> SL.11-12.1.A SL.11-12.1.B SL.11-12.1.C SL.11-12.1.D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	<b>NJSLS</b> L.11-12.1.B L.11-12.2.A L.11-12.2.B L.11-12.3 L.11-12.4.A L.11-12.4.D L.11-12.5 L.11-12.5.A L.11-12.5.B L.11-12.6
	<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2		
	<b>Visual and Performing Arts</b>	1.1.12.D.1, 1.3.12.D.1, 1.3.12.D.5		
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12			

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>• Do advertisements influence or reflect a culture?</li> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Understand the difference between hard news and feature writing.</li> <li>❖ Recognize and understand the elements of news that pertain specifically to feature writing as well as the variation leads that create the style of feature writing.</li> <li>❖ Understand different story structures.</li> <li>❖ Compose different feature story articles on various subjects.</li> <li>❖ Demonstrate an understanding of the function of headlines.</li> <li>❖ Practice through writing headlines and evaluate their effectiveness.</li> <li>❖ Understand how font and type size are used in relation to headlines.</li> <li>❖ Develop accurate and fair news stories across a variety of journalistic media.</li> <li>❖ Exercise judgment in selecting technology</li> </ul>	<p>Headlines entice readers to pick up and read your publication. Teach and review basic headline rules in order to provide an understanding of how to hook readers and engage them; teach active vs. passive, full sentence versus grammar exceptions, repetition, and two-step with subhead, etc.; briefly review font, type size in relation to lay out and importance of story; emphasize headline style used by your school publication.</p> <p>In this unit the teacher will provide instruction on the “Copy” Section of the <i>Teaching Yearbook Journalism</i> textbook. This section of the curriculum will explore feature writing, editing, and caption writing, in addition to headlines. Instructions and activities should not be limited to the ones present in the textbook and should be supplemented by teacher created material such as the following Sample Activities.</p> <p>Furthermore, teach all aspects of advertising. Students will learn about the basic appeals being made to the reader in advertising, such as Bandwagon, Appeal to Authority, Emotional Appeal, Humor Appeal, Scarcity Appeal, Rational Appeal, Endorsement Appeal, etc. Students will examine which of these appeals might be most effective for teen students and for the publication.</p> <p>Provide students with a list of basic terminology and help students understand what each term means. This list should include the following terms:</p> <p><u>Vocabulary</u></p> <p>Banner - A headline spanning the width of a newspaper. Also, a front page news story.</p> <p>Subhead - Headings that break up long articles into sections.</p> <p>Active voice - The subject of the sentence performs the action expressed in</p>

<ul style="list-style-type: none"> <li>• How is journalistic writing different from other forms of writing?</li> <li>• What are the elements of a good article?</li> <li>• How can journalism be used to highlight issues facing teenagers?</li> </ul>	<p>appropriate to the message and audience, and understand the implications of those choices.</p> <ul style="list-style-type: none"> <li>❖ Demonstrate the ability to write in forms and styles appropriate to the topic, audience and outlet.</li> </ul>	<p>the verb.</p> <p>Passive voice - A verb form in which the subject receives the verb's action.</p> <p>Kicker - A piece of additional information printed as an accompaniment to a news headline. It is a subordinate clause and comes in present tense. The point size is usually smaller and is placed on top of the headline.</p> <p>Feature News Values</p> <ul style="list-style-type: none"> <li>Emotion</li> <li>Relationships</li> <li>Action</li> <li>Rarity</li> <li>Change</li> </ul> <p>Feature/Variation Leads</p> <ul style="list-style-type: none"> <li>Question</li> <li>Quotation</li> <li>Narrative</li> <li>Anecdotal</li> </ul> <p>Feature Story patterns</p> <ul style="list-style-type: none"> <li>Chronological</li> <li>story telling</li> <li>kabob</li> </ul> <p>Angle - the point or theme of a story that makes it unique or different than other stories that have a similar topic.</p> <p>In-depth Reporting - Reporting that probes the topic in greater detail than conventional deadline reporting.</p> <p>It is also important to start introducing direct instruction and modeling on the use of eDesign as it is this software that will be used in the production of the Secaucus High School Yearbook. In this unit the basics of font, size, and types should be explored and students should have practice in formatting text.</p> <p>Further vocabulary and definitions can be found in <i>Teaching Yearbook</i></p>
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		<p><i>Journalism.</i></p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Put students in groups of three and hand them a headline from a newspaper article. Have the students guess what the article is about from looking at the headline. Then have students share their findings as a larger group. Next, hand groups the articles associated with the headlines. Make sure the groups do not receive the article associated with their headline. Have students guess which headline that has been shared goes with the article. Discuss whether or not the students feel the headlines were appropriate or if they would make changes.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Read and complete the activities found in <a href="#">“Captions” by Lori Oglesbee</a></p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> Feature Story Assignment</p> <p>The editor just handed you a story and told you to write a feature, variation lead story by Friday. You don’t know anything about the topic; you’re not even sure you’ve heard of it before. What do you do? Do you panic? Where do you begin?</p> <p>Step #1 – Background Research – Be sure to fill out your 5 W’s and H for the story. (Write in pencil as they may change as you go...)</p> <ul style="list-style-type: none"> <li>• Ask questions – lots of questions, but be sure to double check all facts and information</li> <li>• Look up information on the Internet to learn and cross-reference your sources – don’t just trust the first one you come to</li> <li>• When all else fails, ask the editor for some more information and clarification</li> <li>• Collect all of the 5 W’s and H (who, what, when, where, why and</li> </ul>
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		<p>how)</p> <p>Step #2 – Setup and Conduct Interviews with Stakeholders – You need at least 2 primary interviews for your story as well as a minimum of one secondary source.</p> <ul style="list-style-type: none"> <li>• Identify my stakeholders... <ul style="list-style-type: none"> <li>• Stakeholder #1 – <ul style="list-style-type: none"> <li>• Interview time and place -</li> </ul> </li> <li>• Stakeholder #2 – <ul style="list-style-type: none"> <li>• Interview time and place -</li> </ul> </li> </ul> </li> </ul> <p>Step #3 – Write Interview Questions – Type or write your questions and staple them to this paper when you are finished with your story.</p> <ul style="list-style-type: none"> <li>• 5-10 questions for each interview; Leave space to write in the answers</li> <li>• Use a recorder if you are concerned about getting it right!</li> <li>• Ask to clarify good quotes</li> <li>• ALWAYS double check the spelling of their name and the correct name of their position or title</li> </ul> <p>Step #4 – Organize story and quotes – Be careful, this part may be messy!</p> <ul style="list-style-type: none"> <li>• Be sure to include as many of the 5 W’s and H as possible</li> <li>• Write a variation lead or two that grabs the reader’s attention</li> <li>• Review interview notes and choose good quotes to support your story</li> <li>• Decide the story structure for your feature. Modified L-Q-T, Plot Bell Curve, Kabob, Chronological, etc.</li> </ul> <p>Step #5 and 6 – Write your 1<sup>st</sup> draft, revise and write your 2<sup>nd</sup> draft – Your first draft should be typed and double spaced for easier editing. Email to (your teacher) and save your 1<sup>st</sup> draft by the beginning of class on _____ and your 2<sup>nd</sup> draft on _____.</p>
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		<ul style="list-style-type: none"><li>• Your article should be anywhere from 300-500 words</li><li>• Be prepared to be critiqued by many people – peers, advisers, editors (that is their job, after all!)</li></ul> <p>Step #7 – Rewrite, Revise, Redo!! – Submit your final copy on _____.</p> <p>Take your edited 2<sup>nd</sup> draft and correct all mistakes. Type up a clean copy that is double-spaced, Times New Roman, 12-pt font.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Choose activities from the <i>Skill Set Cards</i>, such as “Brainstorming Fresh Angles”</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Complete activities and assignments pertaining to the lessons found in <i>Teaching Yearbook Journalism: Student Workbook</i>.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will practice writing and formatting active and engaging headlines for current spreads.</p>
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Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities, Investigation, and Student Experiences) Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments	Interactive Whiteboard Computer Lab or Laptops with Internet access <i>Teaching Yearbook Journalism</i> . Herff Jones. Print. <i>Teaching Yearbook Journalism: Student Workbook</i> . Herff Jones. Print. <i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i> . Herff Jones. Print. Sample yearbooks	eDesign software <a href="#">News University</a> <a href="#">Headlines: Making an Impact Accurately</a> <a href="#">Captions by Lori Oglesbee</a> <a href="#">The New York Times</a> <a href="#">School Journalism.org</a>

<b>Unit:</b>	<b>Principles of Photography, Visual Design, Typography, and Layout</b>	
<b>Timing:</b>	Approximately 6-7 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>How is any</li> </ul>	Students will be able to:	In this unit the teacher will provide instruction on the “Design” Section and the “Photography” Section of the <i>Teaching Yearbook Journalism</i> textbook.

<p>publication a “work of art”?</p> <ul style="list-style-type: none"> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use available technology to demonstrate understanding of the principles of publishing.</li> <li>❖ Apply basic understanding of design principles and their elements as they relate to media production.</li> <li>❖ Understand and incorporate current design trends into layouts.</li> <li>❖ Understand the elements of visual design and layout.</li> <li>❖ Understand how visual design and layout can enhance or destroy a publication.</li> <li>❖ Understand the elements of photography and how they create meaning.</li> <li>❖ Demonstrate the ability to understand concepts and apply theory in the presentation of images and information.</li> <li>❖ Create public relations materials that communicate targeted messages and reach multiple audiences.</li> </ul>	<p>This section of the curriculum will explore designing in 10 columns, color, incorporating graphic elements and type treatments, designing in grids, adding layer of coverage, and lighting and elements of photo composition. Instructions and activities should not be limited to the ones present in the textbook and should be supplemented by teacher created material such as the following Sample Activities.</p> <p>Examine, create and evaluate yearbook pages using layout, design, and graphics software (eDesign).</p> <p>Provide students with a list of basic terminology and help students understand what each term means. This list should include the following terms:</p> <ul style="list-style-type: none"> <li>• Aperture or Setting the Iris, Exposure, Focus, White Balance, Rule of Thirds, Shutter Speed, Pan, Truck, Dolly, Arc, Pedestal, Tilt</li> <li>• <b>Photo Illustration</b> - When a photo has been altered past basic corrections of color and clarity, where the content itself has been changed, it is called a photo illustration</li> <li>• <b>Alternative Story Format</b> - a different way to tell a story that is usually more graphic. It can include anything from charts and graphs to maps or diagrams.</li> <li>• <b>Dominant Image</b> - Largest image on the page, which should be the first thing on the page to draw the readers’ eye</li> <li>• <b>Hierarchy</b> - An arrangement of items in a particular order by a determined value.</li> <li>• <b>Modular Design</b> - system of design where story packages are designed in modular</li> <li>• <b>Style Sheets</b> (See appendix B under style sheets for an example and lesson plan on how to develop these for your staff)</li> <li>• <b>Typography:</b> Typeface, Serif, Sans-serif, Decorative, Script</li> <li>• <b>Text Layout:</b> Leading, Kerning, Tracking, Alignment, Symmetric, Asymmetric</li> </ul>
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<p>from other forms of writing?</p> <ul style="list-style-type: none"> <li>• What are the elements of a good article? How can journalism be used to highlight issues facing teenagers?</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Design Elements:</b> Space (positive, negative), Shape, Contrast, Balance/Alignment, Unity, Rhythm, Color, Emphasis</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Each student will be responsible for correctly and thoroughly completing weekly photo assignments and turning them in by the assigned deadlines. These will be graded based on such things as photo quality, quality of interviewing and reporting materials, accuracy, completion of deadlines, etc.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will use eDesign to produce a yearbook single and double page spread and section templates to be used in the current issue of the yearbook including photos, copy, and design. Then students will post edited photography using available software.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will work together to apply design principles to create a layout grid for yearbook that meets expectations for the current issue of the yearbook. Furthermore, students will evaluate various spreads from past yearbooks for strengths and weaknesses of design principles used.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will evaluate and analyze current popular magazines and websites for design features and elements which appeal to their peers. Then, students will collect examples of strong design principles used in at least 3 current magazines or websites and present them to other students and explain why they are appealing.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Choose activities from the <i>Skill Set Cards</i>, such as “Layers of Coverage” and “Small Group Design Critiques”</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Complete activities and assignments pertaining to the lesson found in <i>Teaching Yearbook Journalism: Student Workbook</i>.</p>
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Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities, Investigation, and Student Experiences) Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments	Interactive Whiteboard Computer Lab or Laptops with Internet access <i>Teaching Yearbook Journalism</i> . Herff Jones. Print. <i>Teaching Yearbook Journalism: Student Workbook</i> . Herff Jones. Print. <i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i> . Herff Jones. Print. Sample yearbooks	eDesign software <a href="#">Ten Design Principles for Effective Photo Display</a> <a href="#">Five All-Important Principles for a Great Yearbook Layout</a> <a href="#">Herff Jones Discoveries</a> <a href="#">John Lovett- Design and Color</a> <a href="#">Elements and Principles of Design</a> <a href="#">Sports Photography Techniques</a> <a href="#">The New York Times</a> <a href="#">School Journalism.org</a> <a href="#">Art, Design and Visual Thinking</a>

<b>Unit:</b>	<b>The History of Journalism in the United States</b>	
<b>Timing:</b>	Approximately 3-4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>How does freedom of the</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Demonstrate an understanding</li> </ul>	Students will briefly study the evolution of journalism in America from the Penny Press newspapers that were the primary source of information in the

<p>press affect our lives today?</p> <ul style="list-style-type: none"> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different</li> </ul>	<p>of how the printed press in America developed.</p> <ul style="list-style-type: none"> <li>❖ Understand how the American concept of freedom of the press came into being.</li> <li>❖ Identify key events in the history of communications.</li> <li>❖ Trace the history and development of freedom of speech and press in the United State.</li> <li>❖ Develop an understanding of the history and development of communication technologies and processes and the ways in which this history has affected individuals and society.</li> <li>❖ Understand the development and impact of radio and television.</li> <li>❖ Understand how the Internet became a tool for gathering and disseminating information.</li> <li>❖ Understand some of the issues facing journalism at the beginning of the 21<sup>st</sup> century.</li> <li>❖ Apply analytical models to newly emerging technology.</li> </ul>	<p>colonies, to the political impact of newspapers and online media today.</p> <p>Students will examine the role of journalism in democracy, both as a forum for the publication of public opinion, and as a leader in challenging societal injustices.</p> <p>Students should briefly study the Boston Massacre and political cartoons, and Woodward and Bernstein's reporting on the Watergate Scandal.</p> <p>Furthermore, students will look at the increasing move from the printed newspapers to online news sites and the role of the blogger in modern news delivery.</p> <p>Provide students with a list of basic terminology and help students understand what each term means. This list should include the following terms:</p> <ul style="list-style-type: none"> <li>• <b>Penny Press</b> - Penny press newspapers were cheap, tabloid-style papers produced in the middle of the 19th century.</li> <li>• <b>Yellow Journalism</b> - A type of journalism without legitimate newsgathering and ethics.</li> <li>• <b>Muckraking</b> - American journalists, novelists, and critics who in the first decade of the 20th century attempted to expose the abuses of business and the corruption in politics.</li> <li>• <b>Watchdog for Democracy (Watergate, etc.)</b> - Another term for journalism that provides oversight and disclosure of abuse.</li> <li>• <b>Pulitzer</b> - An award for an achievement in American journalism, literature, or music. There are thirteen awarded each year.</li> <li>• Partisan press, wire service, shock jock, global village, the Zenger trial, Public Occurrences, Nellie Bly, William Randolph Hearst, Joseph Pulitzer, sensationalism</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p>
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<p>from other forms of writing?</p> <ul style="list-style-type: none"> <li>• What are the elements of a good article?</li> <li>• How can journalism be used to highlight issues facing teenagers?</li> </ul>		<p style="text-align: center;">The Changing Face of Journalism Activity</p> <p>Lesson Plan:</p> <ol style="list-style-type: none"> <li>1) Students should already have an understanding of the early stages of journalism and the importance journalists have played in American society before the emergence of the Internet.</li> <li>2) Discuss with students what impact they think the Internet has had on journalism since its inception. Help students to understand and discuss everything from blogging to Twitter and Face book. The concept of citizen journalists should be discussed as well.</li> <li>3) Give the students a current news topic and have them research 4 news stories about the topic – one from each of the following: Twitter, Facebook, one large news site such as CNN, and a personal blog. Students should write down the time and date the story was posted as well as whether the story would be considered a breaking news piece or a verification and synthesis of the story.</li> <li>4) Complete the above assignment as homework or give them time in class to gather the information and then return to small group discussions.</li> <li>5) Once students have gathered their 4 news stories, show the video by Jeanne Moos at the following link: <a href="http://www.cnn.com/video/#/video/world/2011/10/20/pkg-moos-gadhafi-reax.cnn">http://www.cnn.com/video/#/video/world/2011/10/20/pkg-moos-gadhafi-reax.cnn</a> to discuss the confusion of the breaking news.</li> <li>6) Then have them get into small groups (3-5) to discuss the following: <ol style="list-style-type: none"> <li>a. Which news “source” got the information out the quickest?</li> <li>b. Which news “source” bypassed the breaking news concept and went straight to verification and synthesis of the story? What angle did they take and which angle did you like the best? Why?</li> <li>c. How has the face of journalism changed due to Twitter, Facebook and other citizen journalist blogs?</li> </ol> </li> </ol>
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		<p>d. What is the impact on scholastic journalism? Can you utilize these types of news sources for your own stories?</p> <p>7) Once the groups have had a chance to discuss the above questions, have them come back to the large group and share their thoughts and opinions. Have students turn in their list of 4 stories as well as complete a closing journal in which they focus on any of the above questions that were discussed during small group. They can elaborate on their opinion of any of the posted questions.</p> <p style="text-align: center;"><b><u>Sample Assignment 2:</u></b></p> <p>Have students pick a significant event in the development of the media and write a short paper about it. For example, how did the invention of the telegraph change the media and the way people got their news? Other possibilities include the invention of the radio, the television, the satellite and even the pencil.</p> <p style="text-align: center;"><b><u>Sample Assignment 3:</u></b></p> <p>Journalism Research Paper: <a href="#">Pdf handout</a></p> <p style="text-align: center;"><b><u>Sample Assignment 4:</u></b></p> <p>Prepare a list of the people who made significant contributions to the development of journalism. After discussing these in class, have the students create a visual to display in the room for future reference.</p>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>

Class Participation	Interactive Whiteboard	<a href="#">Woodward and Bernstein Watergate Exhibition</a>
Homework	Computer Lab or Laptops with	
Tests and Quizzes	Internet access	<a href="#">CNN video</a>
Assignments (as listed under Activities, Investigation, and Student Experiences)	<i>Teaching Yearbook Journalism</i> . Herff Jones. Print.	<a href="#">American Journalism: A Journal of Media History</a>
	<i>Teaching Yearbook Journalism: Student Workbook</i> . Herff Jones. Print.	<a href="#">American Journalism Historians Association</a>
		<a href="#">History of American Journalism</a>
Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments	<i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i> . Herff Jones. Print.	<a href="#">Journalism Research Project</a>
	Sample yearbooks	<a href="#">The New York Times</a>
		<a href="#">School Journalism.org</a>

<b>Unit:</b>	<b>Journalistic Law and Ethics</b>	
<b>Timing:</b>	Approximately 3-4 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>What are the</li> </ul>	Students will be able to:	Provide students with a list of basic terminology and help students understand what each term means. This list should include the following

<p>responsibilities of the press to its community?</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a journalist? How have journalists abused their power?</li> <li>• What are the ethics of journalism?</li> <li>• How does freedom of the press affect our lives today?</li> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand the importance of the First Amendments, Fourteenth Amendment and the various legal restrictions placed on the press.</li> <li>❖ Develop an awareness and appreciation of the foundations of the First Amendment and ethical issues in the media.</li> <li>❖ Demonstrate an understanding of the origins, functions, and evolution of the First Amendment.</li> <li>❖ Implement ethical behaviors in their own practice of journalism, public relations, or media research.</li> <li>❖ Demonstrate an understanding of the legal rights of freedom of speech and press in the United States.</li> <li>❖ Show evidence of critical analysis and creative thought.</li> <li>❖ Understand and appreciate the value of code of ethics to journalistic responsibility.</li> <li>❖ Demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to mass communications.</li> </ul>	<p>terms:</p> <ul style="list-style-type: none"> <li>• <b>Bias</b> - A particular tendency or inclination, especially one that prevents unprejudiced consideration of a question; prejudice.</li> <li>• <b>Censorship</b> - The supervision of manners or morality of others; in the case of scholastic journalism, censorship is usually practiced by administration</li> <li>• <b>Conflict of Interest</b> - When a reporter is involved or has a vested interest in the topic they are reporting on.</li> <li>• <b>Copyright</b> - a concept that gives the creator of an original work exclusive rights to the item.</li> <li>• <b>Fabrication</b> - When a reporter fakes or makes up events or people for a news story</li> <li>• <b>Fair Use</b> - the conditions under which you can use material that is copyrighted by someone else without paying royalties.</li> <li>• <b>False Light</b> – writing something untrue about someone in a way that sheds a false light on them with the public</li> <li>• <b>Invasion of Privacy</b> – the intrusion into the personal life of another without just cause</li> <li>• <b>Libel</b> - printed or written defamation of character</li> <li>• <b>Plagiarism</b> - An act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.</li> <li>• <b>Prior Review</b> - administrative review of publications before approval is given for either printing or broadcasting.</li> <li>• <b>Slander</b> - spoken defamation of character</li> <li>• Ethics, composite characters, credibility, prior restraint, objectivity, right of reply, privileged statements, sentry, fair comment</li> </ul> <p>Compare and evaluate policies for managing ethical and legal issue. Apply the meaning and the limitation on the freedom of the press as it applies to the current staff operating manual for:</p>
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<p>impact student journalism?</p> <ul style="list-style-type: none"> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different from other forms of writing?</li> <li>• What are the elements of a good article?</li> <li>• How can journalism be used to highlight issues facing</li> </ul>	<p>❖ Understand what plagiarism is and how it works.</p>	<ul style="list-style-type: none"> <li>• First Amendment</li> <li>• Fourteenth Amendment</li> <li>• Legal Precedent</li> <li>• Pending Issues</li> </ul> <p>Students will gain and develop interpretation by reading and discussing several articles about <i>The New York Times</i>' Rick Bragg, a Pulitzer prizewinning correspondent who was let go for plagiarism and Jayson Blair, a young reporter whose plagiarism scandal prompted a reorganization of the <i>New York Times</i>.</p> <p>Additionally, students will read articles covered by Jayson Blair and an article about Senator Joseph Biden who plagiarized a speech for the 1988 presidential race.</p> <p>Students will be able to make connections, synthesize and extrapolate by: Exploring the causes of plagiarism, how and when it happens in the high school and how to prevent it both at the high school level (in the classroom and school yearbook) and in the commercial media.</p> <p>As situations arise, discuss ethical issues involved and make responsible content decisions for current production.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students will be able to take a critical stance by:</p> <ul style="list-style-type: none"> <li>• Experimenting with plagiarism in order to recognize it.</li> <li>• Researching a topic and writing a one page article on it plagiarizing and then one where they don't plagiarize.</li> <li>• Noting the difference between the articles and the implications of plagiarizing.</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Gather examples of codes of ethics from professional and student</p>
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teenagers?	<p>publications. Compare, contrast and analyze various codes of ethics for strengths and weaknesses then create their own code of ethics.</p> <p style="text-align: center;"><b><u>Sample Assignment 3:</u></b></p> <p>First Amendment - The Bill of Rights guarantees journalists, (including student journalists) certain rights and privileges.</p> <p>“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”</p> <p>First Amendment History Assignment</p> <ol style="list-style-type: none"> <li>1) Read the <a href="#">First Amendment History</a> information</li> <li>2) Read and review the Cornell Notes Instructions and complete one page of Cornell Notes about the First Amendment History.</li> <li>3) Complete the <a href="#">First Amendment History Quiz</a>: Make sure you are honest about the quiz results and put your score in the upper right hand corner of your Cornell Notes.</li> <li>4) Choose one element from the First Amendment History from step #1 and complete some further Internet research on that person, event or topic and write a one-page synopsis/summary about that topic. Be sure to identify the link and topic you chose in your synopsis. Be prepared to share what you learned with the class.</li> </ol> <p style="text-align: center;"><b>First Amendment Assignment Rubric</b></p> <p>After our discussion of First Amendment’s impact on journalism in schools, it is now your assignment to look at current issues in the news that relate to the first amendment in schools. When you have located an article that interests you, print a copy, staple it to this worksheet and then complete the following questions referring to the story.</p> <ol style="list-style-type: none"> <li>1) Summarize what has happened in the story.</li> </ol>
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- 2) Describe the arguments on both sides.
- 3) What potential impact could this have on future court rulings?
- 4) What potential impact could this have on student journalism?

**Sample Assignment**

Complete the [Teaching Module “Tinker and The First Amendment”](#)

**Sample Assignment 5:**

Press Legal Dangers - When professional and student journalists break the law, typically it is for one of the following actions: plagiarism, libel, slander, fabrication or invasion of privacy. Students, publications, advisers, principals, schools and even school districts can be sued in certain cases for publishing content that violates the law in these areas.

Ethical dilemma presentations

- 1) Groups will be assigned by the teacher.
- 2) Begin by reading your ethical dilemma and discuss and take notes. Make your notes specific and make sure that you are prepared to bring something to the table when you get together as a group. For example, refer to the vocabulary and be sure to discuss what elements of the NSPA Code of Ethics apply in the situation.
- 3) As a group, share, discuss and decide what information is the most important. Take a stand as a team and then defend that stance with knowledge of the NSPA Code of Ethics
- 4) Make sure the class understands not only the overall concept of the information, but also the little details that make the ethical situation interesting and informative.
- 5) You must create your presentation in a visual format, i.e., PowerPoint, Photoshop, eDesign, create a short video, etc.
- 6) Presentations are not to exceed 5 minutes.

Sample Ethical Situations

		<p>Let's say you are the sports editor of the school paper. You also are on the basketball team. Should you write the news story about the basketball team?</p> <p>The board of education in your town is considering whether to ask the people to approve a bond issue to build a new school. The new school would cost several million dollars. You are a reporter for your school paper and you are assigned to cover the board meeting on the evening the board decides on the issue. During the meeting, the president of the board says to you, "I'm sorry, but this meeting is closed to the press. I must ask you to leave." What should you do?</p> <p>You are a reporter for your school paper, and you are interviewing a faculty member. In response to a question, the faculty member offers to give you an answer only if it's off the record. What should you do?</p> <p>In a report on a Student Council meeting, the student newspaper reports that Student A voted against a resolution. When the story appears, Student A comes to the journalism office and says she did not vote against the resolution. She says that in fact she voted for it. What should the newspaper do?</p> <p>A rock group stages a concert in your town, and a reporter for the school writes a review. The review is very critical and negative, saying that the performers were untalented and that the show was a waste of time and money for those attending. Angered, the musicians sue the paper for libel. Who would win the case?</p> <p>In conducting research for an editorial, you read a national magazine about the topic. One paragraph of the article appeals to you so you insert it in your editorial without credit to the magazine. Your journalism adviser tells you that you have flunked the journalism class. What do you think of the situation?</p>
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		<p>You are a sportswriter for the school paper. After a hard-fought, close football game that your school loses, you interview the football coach. He is angry about the loss, and in your interview uses profanity. Should you quote him?</p> <p>An assistant principal asks to see you. He says he is resigning to go into private business. During the conversation, he is extremely critical of the principal, and he says he is resigning because he cannot stand to work for her any longer. He says she is incompetent and “shouldn’t be allowed to continue as principal.” You write a story and hand it in. The editor gives it back to you and tells you, “this story isn’t finished.” Why did the editor say that?</p> <p>You are the editor of the school newspaper. One of the reporters turns in a story about another student who was caught cheating on a test. Should you print the story? Why or why not?</p> <p style="text-align: center;">Understanding Libel Activity/Assignment</p> <p>You are the editor of the <i>Your Publication Name</i>. The following was recently printed in your first issue of the paper for the 2010-2011 school year:</p> <p>A reporter wrote a hard news story about crime at your school. The article had quotes and information about how many crimes are committed at the school, what the most prevalent crimes are that are committed and a little bit of information about drug use at the school.</p> <p>The layout editor couldn’t find a graphic or picture to go with the story but needed something to fill the space, so he decided to use a picture of the Student Body President from the assembly that was a week earlier.</p> <p>The theme of the assembly was “sneaking into the year” and the picture is</p>
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		<p>of the Student body president (in his letter jacket) descending from the top of the stage as a “villain” attempting to sneak into the year. It shows a spotlight on the SBO and is clearly from the assembly. The layout editor also clearly writes the 5 W’s and H into the caption in a hope that it won’t confuse the reader into believing the Student body president is a criminal or has anything to do with crime at the school.</p> <p>Other than the fact that the picture and the story clearly have nothing to do with one another, does the placement of the picture with the article meet the standards for libel?</p> <p>Using the handout on libel, decide on the back of this sheet if the elements of libel have been met and whether this case would qualify as libel or not?</p> <p>Publication – Yes, the picture and the article were published.</p> <p>Identification – The Student Body Officer is clearly identified in the picture; however, there was a clear identification of the picture being from the assembly and no indication that the president was involved in any crime at the school. The bottom line, however, is that the SBO is clearly identified, but there is not identification as it pertains to committing any crimes.</p> <p>Harm – The decision as to whether the SBO was harmed by the picture would be a difficult thing to prove. I think the biggest point here is whether a reasonable person would associate the picture with the actions of crime at the school. I don’t think there can be any proof that students would say that the SBO was a criminal because the picture was posted with that article. The caption clearly labels the SBO as being in the assembly and does not connect the student body officer with the story in any way. While the placement of the picture was irrelevant to the story, I don’t think it caused any reasonable harm to the SBO.</p> <p>Falsity – The information that was printed was all based on fact. The picture was clearly captioned and identified for what it truly was and the</p>
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		<p>article was well written. Again, the two really didn't have anything to do with one another and is more an example of poor choice on the part of the layout manager, but doesn't qualify for any falsity claim. If the layout manager had left the caption off or written a caption that insinuated the Student body president was involved in any criminal wrongdoing in the picture, then there might be a claim of falsity.</p> <p>Fault – The fault, if any, would not lie on the reporter in this situation but on the layout manager and possibly the editor-in-chief. I think that this is actually the easiest to prove in this situation since they made a conscious decision to use that picture with the article.</p>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class Participation</p> <p>Homework</p> <p>Tests and Quizzes</p> <p>Assignments (as listed under Activities, Investigation, and Student Experiences)</p> <p>Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments</p>	<p>Interactive Whiteboard</p> <p>Computer Lab or Laptops with Internet access</p> <p><i>Teaching Yearbook Journalism</i>. Herff Jones. Print.</p> <p><i>Teaching Yearbook Journalism: Student Workbook</i>. Herff Jones. Print.</p> <p><i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i>. Herff Jones. Print.</p> <p>Sample yearbooks</p>	<p><a href="#">Student Press Law Center</a></p> <p><a href="#">American Constitution Society for Law and Policy</a></p> <p><a href="#">CBS News</a></p> <p><a href="#">Tinker and the First Amendment</a></p> <p><a href="#">Don't Blame It on Jayson Blair by James Poniewozik</a></p> <p><a href="#">Poynter Rick Bragg Resigns</a></p> <p><a href="#">The New York Times</a></p> <p><a href="#">School Journalism.org</a></p>

<b>Unit:</b>	<b>Investigative Journalism and Interviewing</b>	
<b>Timing:</b>	Approximately 2-3 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>What are the responsibilities</li> </ul>	Students will be able to:	Provide students with a list of basic terminology and help students understand what each term means. This list should include the following

<p>s of the press to its community?</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a journalist? How have journalists abused their power?</li> <li>• What are the ethics of journalism?</li> <li>• How does freedom of the press affect our lives today?</li> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate information sources such as persons, databases, reports, websites, etc.</li> <li>❖ Plan and write relevant questions for an interview or in-depth research</li> <li>❖ Identify first-hand account versus second, third, etc.</li> <li>❖ Set off a quote, using the appropriate punctuation marks and attribution of title.</li> <li>❖ Identify appropriate interview sources when provided with a story idea.</li> <li>❖ Understand the purpose and power of investigative journalism.</li> <li>❖ Demonstrate proficiency in English grammar and mechanics.</li> <li>❖ Demonstrate the ability to write cogent, clear and concise prose.</li> <li>❖ Understand the elements of investigative journalism and what it is actually like to go out into the field to research and investigate themselves.</li> <li>❖ Locate, interview, and generate useful and accurate information from appropriate live sources.</li> <li>❖ Understand how to compile</li> </ul>	<p>terms:</p> <ul style="list-style-type: none"> <li>• <b>first-hand account</b> – From the original source, directly</li> <li>• <b>attribution</b> – The act of attributing; the ascribing of a quote, picture, or article to a particular person</li> <li>• <b>Direct quotation</b> – A report of the exact words of a source.</li> <li>• <b>Indirect quotation</b> – Information that is close to the way the source said it, but not exactly. Quotation marks are not used.</li> <li>• <b>Paraphrase</b> – Restating the meaning of a text, passage or quote. Not in quotation marks.</li> <li>• <b>Off the record</b> – Not meant for quotation. Usually information shared with the reporter by a source with the intent to give background.</li> <li>• <b>Confrontation interviewing</b> – Asking questions in a manner that will likely make the interviewee uncomfortable. Used to uncover information or reveal uncooperative sources in an investigative news piece.</li> <li>• <b>Probe</b> – An attempt to find out the truth about an issue, problem, or accident through interviews and research.</li> <li>• <b>Source</b> – A person, publication or other record or document that provides timely information.</li> <li>• <b>Spot news</b> – The latest, unexpected news that is reported immediately.</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Students should be familiar with appropriate interview terminology. Students should be able to create appropriate questions to put subject at ease (confrontation interviewing), asking leading questions, follow-up questions, and building evidence.</p> <p>Prepare a list of individuals who would make realistic interview candidates for students. Put the names in a jar and have students draw out a slip of paper. Have students pair up and interview each other, taking turns role-</p>
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<p>student journalism?</p> <ul style="list-style-type: none"> <li>• What are a journalist's ethical responsibilities?</li> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different from other forms of writing? • What are the elements of a good article? • How can journalism be used to highlight issues facing</li> </ul>	<p>all of their material in an organized fashion.</p>	<p>playing the potential interviewee. Review the process by asking students if they spelled the name of the interview candidate correctly. Proceed to ask students how they knew what questions to ask the candidate. The discussion process leads to an understanding of the importance of preparing for the interview. Now, give the students a story scenario and have students re-interview the candidate with this new perspective. Review the discussion process by examining the differences and similarities between the two interviews.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> What's the Scoop? Scavenger Hunt Activity</p> <p>Purpose: This activity is to help students understand that there may be multiple sides to a story and that teachers and administrators can abuse their power and use language that is manipulative and can create confusion around any given topic. Students are to follow the scavenger hunt schedule and receive whatever information they can from the different stations that they have been assigned to contact as sources.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1) Explain to students that they are being tasked to get to the bottom of a breaking story and will be sent to meet with different sources that will give them some information about the story they are to cover.</li> <li>2) Create the topic ahead of time based on something that is plausible to have happened in your school community. For example, the building of a natatorium for a school. This story could include financial, political, and other elements that could quite possibly be emotionally charged and have multiple opinions based around it.</li> <li>3) The key is to have the sources give the students information that could be plausible but that doesn't quite pan out. Information that sounds believable because they are adults and trusted teachers and</li> </ol>
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teenagers?		<p>administrators, but that they probably should verify and question through other independent sources.</p> <ol style="list-style-type: none"> <li>4) Make sure to speak to the “sources” ahead of time and give them some guidelines on what they are supposed to say and let them in on the secret.</li> <li>5) Create a scavenger hunt for the students to go out and move from source to source to gather all of their information. You could stagger the sources to make sure that students are flowing around the building differently and not all hitting one teacher or source at a time.</li> <li>6) Put the quote by Douglas McGill on the board for when the students return. “When journalists don’t fully understand how power shapes language to serve its own ends, they inevitably become pawns to those who do. Power then takes the wheel of society, and drives it where it will.”</li> <li>7) Ask the students to sit down and begin synthesizing the information they received from their sources and try to figure out and make sense of the information. Groups will probably return at different times but hopefully fairly close to one another.</li> <li>8) The key to the activity is to make sure the information given by the sources is barely believable. It should be information that can be verified or unverified by simply contacting one additional source or doing a little research to find out.</li> <li>9) The teacher may have to guide and prod the students at this point in time to be more skeptical about the information they have in front of them. If you hear students in their groups questioning something ask them what they can do to verify that information, was the teacher a believable source, why do they feel that way, etc. Keep prodding them with your questions toward being skeptical about the source and what maybe the sources motives or biases are in the situation?</li> <li>10) Hopefully through key questions and guidance from the teacher you can get all of the groups to see through the information they have</li> </ol>
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		<p>been given to realize that it is a hoax. When they are all finally on board (or at least the majority of them), explain to the students that the story is not real after all and have a discussion about the quote on the board and what it was that made their sources believable. Were there one or two sources that they believed more than another? Why? What made one source more believable than another? Was it personality, position, power, or the way they distributed their information? Were there any sources that you didn't believe from the first moment? Why?</p> <p>11) Wrap up the discussion with a focus on the quote on the board and have the students write a concluding journal about the quote and how they feel about the activity as it pertains to the quote.</p> <p style="text-align: center;"><b><u>Sample Assignment 3:</u></b></p> <ol style="list-style-type: none"> <li>1) Have students view a recent tape of a local news “investigative journalism” report on a topic of interest to the class or community. Generate a discussion about how the topic was covered. Encourage the class to identify perspectives or information that might be missing (omissions), and bias. Generate hypotheses as to why this might be missing. Discuss the concept of “filters” in news reporting.</li> <li>2) Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.</li> <li>3) View only the section of <i>The Corporation</i> on the Fox News issue. Ask students to identify issues that caused dispute between different people. Generate a class list of possible topics that might be suitable for a debate based on issues identified.</li> <li>4) Discuss what happened to the reporters. Have students compare what happened in the documentary to their hypotheses about the first video they viewed. Encourage them to think about how they can trust what they see and hear.</li> </ol>
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		<p>5) Form teams of four or five students to prepare their own investigative journalism reports. Distribute assessment criteria to class and ensure they understand the process and expectations. Either assign topics to groups, or allow them to select their own topics for investigation. Ensure that students research a variety of perspectives on their issue. The “Electronic Resources” provided in this package provides a starting place for some issues.</p> <p>6) If equipment is available, have students prepare video reports to supplement class presentations and written work.</p> <p>7) Allow time for students to make presentations, and to discuss/debrief after each</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Assignment Discovery <a href="#">Lesson Plan Nixon/Watergate. Pdf</a></p>
<b>Assessments:</b>	<b>Materials:</b>	
<p>Class Participation</p> <p>Homework</p> <p>Tests and Quizzes</p> <p>Assignments (as listed under Activities, Investigation, and Student Experiences)</p> <p>Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments</p>	<p>Interactive Whiteboard</p> <p>Computer Lab or Laptops with Internet access</p> <p><i>Teaching Yearbook Journalism</i>. Herff Jones. Print.</p> <p><i>Teaching Yearbook Journalism: Student Workbook</i>. Herff Jones. Print.</p> <p><i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i>. Herff Jones. Print.</p> <p>Sample yearbooks</p>	<p><a href="#">Nixon and the Saturday Night Massacre</a></p> <p><a href="#">Watergate Lesson Plan</a></p> <p><i>The Corporation</i> (2003)</p> <ul style="list-style-type: none"> <li>• <i>Electronic Resources:</i> The resources that follow are grouped into overlapping categories organized general or historical sites; sites for contemporary issues; and media literacy. These sites can be used to investigate or research some of the many themes brought to light by <i>The Corporation</i>. The sites represent a broad spectrum of perspectives – from corporate- sponsored sites, to anti-globalization and media awareness sites. Students and teachers are encouraged to investigate a number of sites representing different viewpoints to become better informed about these highly-debated issues. Specific information about the documentary can be found on its official <a href="#">Website</a>.</li> <li>• General or historical sites: <a href="#">Globalization 101</a> Globalization101.org is dedicated to providing students with</li> </ul>

		<p>information on the complex phenomenon of globalization. The site challenges visitors to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing policy-makers.</p> <ul style="list-style-type: none"><li>• Sites related to contemporary issues:<ul style="list-style-type: none"><li>• <a href="#">Corporate Watch</a>- CorpWatch provides up-to-date news and analysis, and exposes various corporations with records of environmental, labor, or social injustices.</li><li>• <a href="#">Global Trade Watch</a>- Global Trade Watch (GTW), a division of Public Citizen, the national consumer and environmental group, promotes democracy by challenging corporate globalization, arguing that the current globalization model is neither a random inevitability nor “free trade.” GTW works on an array of globalization issues, including health and safety, environmental protection, economic justice, and democratic, accountable governance.</li><li>• <a href="#">Corporate Social Responsibility Newswire</a>- This site refers to itself as “leading source of corporate responsibility and sustainability, press releases, reports and news” and contains press released about acts of corporate responsibility. Be sure to look at “The Business Case for CSR” in the “Resources” section of the site.</li></ul></li></ul>
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<b>Unit:</b>	<b>Journalistic Writing- News, Sports, Opinion, Column, and Review</b>	
<b>Timing:</b>	Approximately 4-5 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>What are the responsibilities</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Write as a process.</li> </ul>	In this section of Journalism and Desktop Publishing students will explore, read, analyze, and compose different types of journalism writing including,

<p>of the press to its community?</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a journalist? How have journalists abused their power?</li> <li>• What are the ethics of journalism?</li> <li>• How does freedom of the press affect our lives today?</li> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical responsibilities?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use details and elaboration to make ideas clear to their audiences.</li> <li>❖ Organize what they have to say in a specific format to make their meaning clear to their audience.</li> <li>❖ Understand how various mistakes can distract their audiences.</li> <li>❖ Distinguish between showing and telling.</li> <li>❖ Understand that different forms of writing are appropriate at different times for different purposes and audiences.</li> <li>❖ Communicate effectively and clearly.</li> <li>❖ Use appropriate and correct grammar to improve effective communication.</li> <li>❖ Identify and apply the appropriate journalistic format for their purpose and audience.</li> </ul>	<p>but not limited to, the news, sports, opinion, column, and the review/critique.</p> <p>Writing techniques, figurative language, and each structure will be taught throughout the teaching unit. Each assignment will have specific requirements and, as students master each writing technique, writing pieces will become more complex as the requirements are cumulative. Furthermore, grading rubrics should be distributed for each writing assignment as to encourage student revision and editing with specific goals for improvement.</p> <p>Continue to teach writing and grammar by using workshops, mini lessons, peer reviews, and revision and editing throughout the marking period and the writing process. Grammar and style problems that need to be addressed will vary between each individual class and should be differentiated. Instructions and activities to teach grammar and style are available in the <u>Writer's Inc: A Student Handbook for Writing and Learning</u> and in the <u>Writer's Inc</u> teacher's manual. Quizzes should be given periodically to assess student learning.</p> <p>Explain solid news writing, emphasizing news values; provide examples of good news writing versus human interest; teach and review the 5w's, lead, and inverted pyramid news structure; review investigative reporting as in-depth, long-term news reporting; discuss the role and use of news briefs; explain the role of news beats and the emerging importance of specialists.</p> <p>Provide students with a list of basic terminology and help students understand what each term means. This list should include the following terms:</p> <ul style="list-style-type: none"> <li>• <b>Beat</b> - A subject area that a reporter is assigned to cover</li> <li>• <b>news values</b> - The general guidelines or criteria that guide the organization and development of a story</li> <li>• <b>Hard news</b> - news that deals with formal or serious topics and</li> </ul>
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<ul style="list-style-type: none"> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different from other forms of writing?</li> <li>• What are the elements of a good article?</li> <li>• How can journalism be used to highlight issues facing teenagers?</li> </ul>		<p>events, usually written in inverted pyramid format with a summary lead.</p> <ul style="list-style-type: none"> <li>• <b>spot news</b> – News reported of events as they occur</li> <li>• <b>stringer</b> - <u>Freelance journalist</u> or <u>photographer</u> who contributes reports or photos to a <u>news organization</u> on an ongoing basis but is paid individually for each piece of published or broadcast work.</li> <li>• <b>5w's</b> - Who, what, when, where, why - The basic questions that should become the basis for all news stories</li> <li>• <b>Lead</b> - The first paragraph or first several sentences of a newspaper story. (Also spelled lede)</li> <li>• <b>Inverted pyramid</b> - The inverted pyramid is a metaphor used by journalists and other writers to illustrate the placing of the most important information at the top of the story with the least important information at the bottom of the article.</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p><u>Movie Review:</u> Select samples of movie reviews, preferably a good review and a bad review, or current movies that are popular but age appropriate. Two good sources for current movie reviews are <a href="#">Entertainment Weekly</a> and <a href="#">The New York Times</a>. Analyze these reviews with the students and look at how these reviews contain three sections:</p> <ol style="list-style-type: none"> <li>1) Movie overview</li> <li>2) A look at the main characters/ and how they were portrayed</li> <li>3) A critique of the directorial decisions and special effects/costume</li> </ol> <p>After students become familiar with the three main sections of the movie review, a movie should be shown in class and the students will take notes on each of the sections of the movie review. This will serve as pre-writing for this assignment. Students should jot down a minimum of five items per each of the aforementioned sections. Once students finished viewing the movie, assign a due date for the movie review. This should be a three paragraph minimum essay and the pre-writing should be submitted with the</p>
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		<p>final review. A grade must be given for the movie; this can be a number or a letter grade.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b>Hard News Story Assignment</b></p> <p>Students will differentiate between a news story and other writing such as feature or human interest by practicing writing hard news with summary leads.</p> <p>The editor just handed you a story and told you to write a hard news, summary lead story by Friday. You don't know anything about the topic; you're not even sure you've heard of it before. What do you do? Do you panic? Where do you begin?</p> <p>Step #1 – Background Research – Be sure to fill out your 5 W's and H for the story. (Write in pencil as they may change as you go.)</p> <ul style="list-style-type: none"> <li>• Ask questions – lots of questions, but be sure to double check all facts and information</li> <li>• Look up information on the Internet to learn and cross-reference your sources – don't just trust the first one you come to</li> <li>• When all else fails, ask the editor for some more information and clarification</li> <li>• Collect all of the 5 W's and H (who, what, when, where, why and how)</li> </ul> <p>Step #2 – Setup and Conduct Interviews with Stakeholders – You need at least 2 interviews for your story!</p> <ul style="list-style-type: none"> <li>• Identify my stakeholders... <ul style="list-style-type: none"> <li>• Stakeholder #1 – <ul style="list-style-type: none"> <li>• Interview time and place -</li> </ul> </li> <li>• Stakeholder #2 – <ul style="list-style-type: none"> <li>• Interview time and place -</li> </ul> </li> </ul> </li> </ul>
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		<p>Step #3 – Write Interview Questions – Type or write your questions and staple them to this paper when you are finished with your story.</p> <ul style="list-style-type: none"> <li>• 5-10 questions for each interview; Leave space to write in the answers</li> <li>• Use a recorder if you are concerned about getting it right!</li> <li>• Ask to clarify good quotes</li> <li>• ALWAYS double check the spelling of their name and the correct name of their position or title</li> </ul> <p>Step #4 – Organize story and quotes – Be careful, this part may be messy!</p> <ul style="list-style-type: none"> <li>• Write the lead making sure to include as many of the 5 W's and H as possible</li> <li>• Review interview notes and choose good quotes to support your story</li> <li>• Don't forget the L-Q-T format; flow the story alternating between quotes and transition paragraphs</li> <li>• Don't forget to use Inverted Pyramid format</li> </ul> <p>Step #5 and 6 – Write your 1<sup>st</sup> draft, revise and write your 2<sup>nd</sup> draft – Your first draft should be typed and double spaced for easier editing. <b>Bring your 1<sup>st</sup> draft on _____ and your 2<sup>nd</sup> draft on _____.</b></p> <ul style="list-style-type: none"> <li>• Your article should be anywhere from 250-400 words</li> <li>• Try as hard as you can to make it as complete as possible</li> <li>• Be prepared to be critiqued by many people – peers, advisers, editors (that is their job, after all!)</li> </ul> <p>Step #6 – Rewrite, Revise, Redo!!</p> <ul style="list-style-type: none"> <li>• Take your edited 2<sup>nd</sup> draft and correct all mistakes. Type up a clean copy that is double-spaced, Times New Roman, 12-pt font.</li> </ul>
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		<p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Your task is to write one excellent, well-polished sports story of 350-500 words. You have three options:</p> <ol style="list-style-type: none"> <li>1) Write a sports game story using the information included in this handout. Use your news judgment to help decide which pieces of information to include and how to organize your information. DO NOT simply copy the information as it is presented express the ideas in an original manner.</li> <li>2) Write a sports feature story using the information included in this handout. Use your news judgment to help decide which pieces of information to include and how to organize your information. DO NOT simply copy the information as it is presented express the ideas in an original manner.</li> <li>3) Choose a sporting event about which you wish to write. The event could be: <ul style="list-style-type: none"> <li>• A Secaucus High School athletic contest</li> <li>• A televised sporting event (college, pro)</li> <li>• A grade or middle school athletic contest</li> <li>• A radio broadcast of a sporting event</li> </ul> </li> </ol> <p>Include:</p> <ul style="list-style-type: none"> <li>• As many statistics as possible (be as accurate as possible)</li> <li>• Emphasis on direct quotes</li> <li>• Make your writing as lively as possible (remember to avoid clichés and choose appropriate verbs)</li> <li>• Hi-Lights style (check the style sheet and the style book if in doubt!!)</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Opinion can be very interesting. This I believe. It helps readers understand how you think, even if they don't agree with you. The best written opinions</p>
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		<p>show how the writer arrives at the opinion, how facts and observations to support these thoughts, and how they are organized and presented.</p> <p>Most important, the best writers and thinkers make it very clear that what they are presenting are opinions and not facts and that they know the difference between the two things.</p> <p>Newspaper columns and blogs are particularly good places for opinion. They're immediate, timely, and adaptable. These outlets allow opinions to flow, to be examined, and, over time, refined. Truly great thinkers return to and revise their opinions. It's unfortunate that the media and the public punish politicians who change their minds, calling them "wafflers." I have another term, one for people who do not change their opinion when presented with new facts and information: insane. Retain your sanity and consider updating your opinions. Doing it in writing is an excellent way to examine these opinions closely.</p> <p>For more detail on POV, see <a href="#">Perspective, Opinion, and Point Of View — Distinctions That Matter To Writers And Readers</a></p> <p>For today's assignment, write a personal opinion. You may state supporting facts, but be clear in your language that you understand that what you say is opinion, personal</p>
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Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities, Investigation, and Student Experiences) Yearbook pages and <i>Teaching Yearbook Journalism</i> Assignments	Interactive Whiteboard Computer Lab or Laptops with Internet access <i>Teaching Yearbook Journalism</i> . Herff Jones. Print. <i>Teaching Yearbook Journalism: Student Workbook</i> . Herff Jones. Print. <i>Skill Set Cards: 10-15 Minute Yearbook Skill Building Exercises</i> . Herff Jones. Print. <i>Writer's Inc: A Student Handbook for Writing and Learning</i> <i>Writer's Inc</i> teacher's manual Sample yearbooks	<a href="#">The New York Times</a> <a href="#">School Journalism.org</a> <a href="#">Entertainment Weekly</a> <a href="#">The Owl @ Purdue</a> <a href="#">BBC News</a>

<b>Unit:</b>	<b>Online Publication</b>	
<b>Timing:</b>	Approximately 1-2 weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Reading</b>	<b>Writing</b>
	<b>Speaking/Listening</b>	<b>Language</b>
	<b>NJSLS</b> RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	<b>NJSLS</b> W.11-12.2.A W.11-12.2.D W.11-12.2.E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9.B W.11-12.10
<b>Technology</b>	8.1.12.A.2, 8.1.12.A.3, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3, 8.2.12.C.2	
<b>Career Ready Practices</b>	CRP1, CRP2, CRP4, CRP6, CRP11, CRP12	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>What are the responsibilities</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Understand the differences</li> </ul>	Differentiate between online news writing and social media; discuss the use of twitter and Facebook by online journalists; evaluate the challenges

<p>of the press to its community?</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a journalist? How have journalists abused their power?</li> <li>• What are the ethics of journalism?</li> <li>• How does freedom of the press affect our lives today?</li> <li>• How do we differentiate between a fact and an opinion?</li> <li>• What is journalism?</li> <li>• What is the impact of the First Amendment on the press and how does it impact student journalism?</li> <li>• What are a journalist's ethical</li> </ul>	<p>between online news writing and social media.</p> <ul style="list-style-type: none"> <li>❖ Describe the difference between at least two major social media sites and how journalists use them.</li> <li>❖ Develop an understanding of the diversity of peoples and cultures and of the significance of mass communications in a global society.</li> <li>❖ Understand that journalism continues to change due to online publications.</li> <li>❖ Demonstrate an awareness of the ways the development of communication technologies have impacted individuals and society.</li> <li>❖ Apply analytical models to newly emerging technology</li> <li>❖ Understand that information travels much faster and in much greater quantity than ever before.</li> <li>❖ Analyze the role of traditional and new media in today's global society.</li> <li>❖ Demonstrate an understanding of current media technologies and their capabilities, limitations and implications</li> </ul>	<p>journalists face maintaining ethical standards while meeting the needs of edgy social media; discuss the challenges of membership and payment for services; introduce and discuss the skip and scan reading style used by online news readers and how it dictates writing style.</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• <b>online news</b> - News that exists in a publication on the World Wide Web or Internet</li> <li>• <b>Social media</b> - Web-based and mobile based technologies which are used to turn communication into interactive dialogue among organizations, communities, and individuals.</li> <li>• <b>Skip and scan reading</b> - A technique employed by most newspaper readers who will skip and scan news articles, looking for main points and bypassing details.</li> <li>• <b>User generated content</b> - (UGC) covers a wide range of media content available in a wide range of communications technologies. It's used for applications including problem processing, news, gossip, and research.</li> <li>• <b>Crowdsourcing</b> - The practice of obtaining needed services, ideas, or content by soliciting the online community.</li> <li>• <b>Podcast</b> - A multimedia digital file made available on the Internet for downloading to a portable media player, computer, etc.</li> <li>• <b>Vodcast</b> - A video podcast (shortened to vodcast) includes video clips.</li> <li>• <b>Vlogs</b> - A blog that contains video content</li> <li>• <b>Moblogs</b> - A mobile blog</li> <li>• <b>Photoblogs</b> - A form of photo sharing and publishing in the format of a blog.</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p>Using social media Activity This lesson/activity is designed as a quick mini-lesson at the beginning of a</p>
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<p>responsibilities?</p> <ul style="list-style-type: none"> <li>• How has the history of the press in America shaped our country?</li> <li>• What role will the evolution of technology play in the field of journalism?</li> <li>• How is journalistic writing different from other forms of writing?</li> <li>• What are the elements of a good article?</li> <li>• How can journalism be used to highlight issues facing teenagers?</li> </ul>	<p>from multiple perspectives, including that of producer, participant and audience.</p>	<p>staff class period.</p> <ol style="list-style-type: none"> <li>1) During staff meeting at the beginning of class explain to the students that they will be required to report back at the end of class with their findings from the activity and instructions.</li> <li>2) Discuss briefly with them the concept of the 5<sup>th</sup> Estate and social or new media and its potential in the world of journalism.</li> <li>3) Discuss the fact that even the professional media are confused and not sure what to do with Twitter, Facebook, Instagram and blogging, etc.</li> <li>4) Tell the students that they are to come up with 2 different ways to tell the story they are currently working on in new media platforms. They should identify what platform they would use and how they would use it.</li> <li>5) At the end of class have all students gather and stand and present their findings.</li> </ol> <p style="text-align: center;"><b><u>Sample Assignment</u></b> Less is Good Game</p> <ol style="list-style-type: none"> <li>1) Teacher – “Today, boys and girls, we are going to play the game of LESS IS GOOD – or is it??!!!”</li> <li>2) Have students get into groups of 3-4 and place a 3x5 note card face down on their desk. Each note card will either have Facebook (optimal is 140 characters but can go up to 420), Twitter (140 character limit), Inverted Pyramid Lead (35 words or less) or Photo Caption (1 SVO sentence) printed on it.</li> <li>3) Give students the first story (you can find stories online or in your local paper) on the overhead for them to read and review. Once all students have read and understood the story, they must turn over their card and attempt to write the story into the format that is written on their card. For the photo caption they must identify what</li> </ol>
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		<p>they envision in the picture.</p> <ol style="list-style-type: none"> <li>4) Have students mix the 3x5 cards up and reshuffle them out or pass them to their neighbor if you want them to try every type of story format. Then show the students the next story and have them turn over their cards and try the next story in the smaller format.</li> <li>5) After you have tried all the forms or you think the students have gotten the point, ask them to answer the following questions and then discuss their responses as a whole class, as a group or hand in their responses for credit. <ul style="list-style-type: none"> <li>• What was the hardest part of writing the story into a smaller social networking or short-form story format?</li> <li>• Which format was the easiest to write?</li> <li>• Which format seemed to lose the most information?</li> <li>• Were there some stories that were easier to write in a short format? Can you see that some stories are good for this type of format and some just won't work?</li> <li>• What are the risks of using this shorter form of writing?</li> <li>• What are some of the advantages of using this shorter form of writing?</li> </ul> </li> </ol> <p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p><b>The Future of Journalism:</b> Pose Question: What is the future of journalism. Think about blogging, online news sites, etc.</p> <ol style="list-style-type: none"> <li>1) Watch: <a href="#">EPIC</a> Video</li> </ol> <p>Discuss what you see in these videos: What are some of the concerns with blogging and online news sites that are</p>
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		<p>published by Joe Public? What are some of the advantages of everyone having an ability to publish?</p> <p>2) <a href="#">Social Media Revolution</a></p> <p>What does this tell us about how fast technology changes? How does journalism adapt to these changes? How can we as a high school news source, use this kind of rapid change to reach our students audience?</p> <p>Think-Pair-Share Assignment for Ethical Issues and Digital News</p> <ol style="list-style-type: none"> <li>1. Hand out Think-pair-share worksheet for groups to complete as they work on their set of questions.</li> <li>2. Put students into partner groups and hand out a set of questions based off the ethical issues mentioned in the article "<a href="#">Creating Ethical Bridges from Journalism to Digital News</a>" by Jan Leach. The questions can be divided into as many different sections as are needed based on class size. The information that should be divided from the article is as follows: <ul style="list-style-type: none"> <li>• How will journalists and/or news organizations approach the issue of posting stories on personal or company Web sites or blogs? If a reporter covering a local business posts negative information or complaints about the business on his news organization's site, does that compromise the reporter's objectivity?</li> <li>• Is it appropriate for reporters to publish on a personal blog their opinion about a source, an event, or a story?</li> <li>• Does the posting of personal opinion compromise a reporter's fairness?</li> <li>• If opinion is discouraged, does that infringe on free expression? Does it "dehumanize" the reporter?</li> <li>• In an environment where anonymity rules, how is the</li> </ul> </li> </ol>
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		<p>accuracy of user-generated content such as tips, articles, photos and video, to be determined? And how are consumers to be alerted?</p> <ul style="list-style-type: none"><li>• When news organizations invite and feature citizen contributions, does publishing these stories on their site transfer “authority” to information that may be biased or incomplete?</li><li>• Posted without any moderation, comments about articles often stray off topic or, worse, devolve into name-calling and ugly slurs. Does the anonymity of the Web culture encourage animosity? If so, is moderating essential for a news organization? Or is churlish online debate simply the price to be paid for increased online traffic?</li></ul> <ol style="list-style-type: none"><li>3) Ask the students to reflect on the question(s) they received and post their own response first on their handout.</li><li>4) After they have answered their question on their own, have them discuss together with their partner what they think about the topic and then they are to decide what is going to be shared with the rest of the class.</li><li>5) Finally, have the student complete their share presentations and discuss as a whole class as you go.</li></ol>
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