Journalism 2: Digital Journalism
Curriculum Proposal

Students in Journalism 2 will be expected to be much more independent, as well as take on the leadership roles of editors for the online and print paper.

Journalism 2 students will be expected to work independently on their projects. They will be provided with daily goals to achieve and due dates for their final projects. Of course, instructor assistance is available when needed.

Standards addressed in course:

Common Core ELA Standards

Key Ideas and Details:
CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:
CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity:
CCSS.ELA-Literacy.RI.11-12.10
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Text Types and Purposes:

[CCSS.ELA-Literacy.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.1.a](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.11-12.1.b](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-Literacy.W.11-12.1.c](#)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.11-12.1.d](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.11-12.1.e](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.11-12.2.a](#)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.11-12.2.b](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.W.11-12.2.c](#)

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

[CCSS.ELA-Literacy.W.11-12.2.d](#)
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-Literacy.W.11-12.2.e](#)
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.11-12.2.f](#)
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.11-12.3](#)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.11-12.3.a](#)
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.11-12.3.b](#)
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3.c](#)
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-Literacy.W.11-12.3.d](#)
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3.e](#)
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

[CCSS.ELA-Literacy.W.11-12.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-Literacy.W.11-12.5](#)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

[CCSS.ELA-Literacy.W.11-12.6](#)
Use technology, including the Internet, to produce, publish, and update individual or shared

writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.11-12.7

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

CCSS.ELA-Literacy.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9.a

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9.b

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing:

CCSS.ELA-Literacy.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.b
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1.d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Conventions of Standard English:

CCSS.ELA-Literacy.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-Literacy.L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
CCSS.ELA-Literacy.L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.2.a
Observe hyphenation conventions.
CCSS.ELA-Literacy.L.11-12.2.b
Spell correctly.
Knowledge of Language:
CCSS.ELA-Literacy.L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.11-12.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.11-12.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
CCSS.ELA-Literacy.L.11-12.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.11-12.5.a
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

[CCSS.ELA-Literacy.L.11-12.5.b](#)
Analyze nuances in the meaning of words with similar denotations.
[CCSS.ELA-Literacy.L.11-12.6](#)
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2014 New Jersey Core Curriculum Content Stadnards—21ˢᵗ Century Life and Careers Standards

CONTENT AREA: STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
PATHWAY: JOURNALISM & BROADCASTING (AR-JB)
9.3.12.AR-JB.1
Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
9.3.12.AR-JB.2
Demonstrate writing processes used in journalism and broadcasting.
9.3.12.AR-JB.3
Plan and deliver a media production (*e.g*., broadcast, video, Internet and mobile).
9.3.12.AR-JB.4
Demonstrate technical support related to media production (*e.g*., broadcast, video, Internet, mobile).

2009 New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning e...
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based projects.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that le... successful completion of a challenging task or project.
9.1.8.E.1	Explain how technology has strengthened the role of digital media in the global soc...
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the individuals, groups, and society as a whole.
9.1.8.E.4	Determine the undesired consequences of unethical uses of media.
9.4.12.C.(2).1	Demonstrate writing processes used for a range of journalism media to build a base careers in the field.
9.4.12.C.(2).5	Examine and summarize ethical and legal issues related to the pathway to build awa... responsible conduct of employees in this industry.

Curriculum:

September:

- Apply for Editor positions
- Leadership qualities, characteristics, expectations
- Social media—legal, moral, ethical
- Introduce the newspaper staff
- Create Facebook page and Twitter account for the school newspaper
- Set up first edition of the online newspaper (using SNO website)
- Create video documenting the first week of school. Upload to Manchester Youtube channel
  - See example of Cherry Hill HS
  - Baseline of various digital journalism skills

October:

- Photojournalism: How do pictures tell stories?
- Update online newspaper and social media with sporting events, announcements, etc
- Field Trip: GSSPA Annual Conference

November:

- Audio – podcast
- Update online newspaper and social media with sporting events, announcements, etc

December:

- Edit, layout, headlines, produce Winter print edition
- Update online newspaper and social media with sporting events, announcements, etc
- Audio and Visual – multi-media PowerPoint presentation

January:

- Update online newspaper and social media with sporting events, announcements, etc
- Video

February

- Update online newspaper and social media with sporting events, announcements, etc
- Flash—interactive technology

March:

- Update online newspaper and social media with sporting events, announcements, etc
- Blogging

April:

- Update online newspaper and social media with sporting events, announcements, etc
- Digital Portfolio

May:

- Update online newspaper and social media with sporting events, announcements, etc
- Edit, layout, produce Senior Edition

June:

- Update online newspaper and social media with sporting events, announcements, etc
- Transition plan for upcoming editors

Additional class experiences:

Apply for the Syracuse University journalism program—tuition free through The Record

Attend the GSSPA convention

Option to join the GSSPA student group

Option to submit to at least one state-wide journalism contest

Abundant opportunities to collaborate with the TV Production class to create cross-curricular programs