

# Digital Journalism

**Prepared by:**

**Lisa Hayne**

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

January 7, 2020

Born on **Date August 2017**

## **Digital Journalism Curriculum Overview**

### ***Course Description:***

Digital Journalism will employ the students' current knowledge base and skill levels as digital citizens of the modern world. This course is designed to help high school students develop an in depth understanding of the various ways in which the art of journalism is impacted by the technological advancements and global concerns of the 21st century. The predominant goals of this course of study are: first, to understand modern day journalism and its ethics; second, to analyze the pros and cons of the modern day news cycle; and third, to create original content of journalistic merit to be distributed throughout the community. Students will participate in a variety of collaborative learning activities designed to develop critical thinking and problem solving skills, cultural understanding, appreciation and respect for diversity, and an ability to incorporate this learning with that acquired in English and the other humanities.

### **Suggested Course Sequence\*:**

Unit 1: Introduction - News Writing & Journalism Ethics – The rules to write by. 5 weeks, and as needed throughout

Unit 2: Do-it-Yourself Journalism – Creating news for the community. Continuous throughout

Unit 3: 21st Century News: Broadcast Journalism– Analyzing the cycle. 5 weeks, and as needed throughout

Unit 4: The Newsroom – Exploring the various contribution options. Continuous throughout

Unit 5: Summative - Portfolio and contributions review. 1 week, and as needed throughout

Pre-Requisite:

None

**Content Area: Digital Journalism**

**Unit Title: Introduction Newswriting & Ethics - The Rules to Write By**

**Grade Level: 9-12**

**Unit Summary:** An overview of the journalistic code of conduct, and ethics and standards, as applicable to both the past and the modern age. An analysis of the ever-changing appearance of “proper” journalism in the digital era.

**Interdisciplinary Connections:** The historical connections made throughout this unit can be further discussed. The content used to convey the main points of this unit can be connected to any other discipline, as per the teacher’s choosing. The content that students create during this unit can be connected to any other discipline, as per their choosing.

**21<sup>st</sup> Century**

**Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- NJSLS.9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Learning

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.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.
NJSLSA.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

	research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
NJSLS.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
NJSLS.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	
NJSLS.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What did journalism look like throughout various time periods?</li> <li>• What rules and regulations do journalists have to follow and why?</li> <li>• How does one effectively create content of journalistic merit?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• How and why journalism underwent dramatic changes over time</li> <li>• The necessity of a code of conduct for all journalists to follow and the consequences of not abiding these rules</li> <li>• The writing process for journalists</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Research what the news was like during different time periods of the past</li> <li>• Analyze the differences between the news then and now</li> <li>• Research the rules and regulations that journalists write by</li> <li>• Understand the importance of following the journalistic code of conduct and the ramifications for abusing it</li> <li>• Create original content of journalistic merit</li> <li>• Review and revise peers' work</li> </ul>		
<b>Formative Assessments:</b> Student presentations, quizzes, research, writing		
<b>Summative/Benchmark Assessment(s):</b> Original content created following the rules and regulations examined in this unit		
<b>Resources/ Materials:</b> Computers, Internet access, student Google accounts, Google Classroom, printing capability.		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>• English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion</li> </ul>		<b>At-Risk Students:</b> <ul style="list-style-type: none"> <li>• allow extended time for project completion, provide hands-on activities, accept participation at any level</li> </ul> <b>Gifted and Talented Students:</b> <ul style="list-style-type: none"> <li>• allow for peer-to-peer instruction, provide leadership positions in group context</li> </ul>
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>

<b>Introduction &amp; Pre-Assessment</b>	<b>What is journalism?</b>	<b>2 class periods</b>
<b>Journalism through the Years:</b>	<b>Research &amp; Presentations</b>	<b>5 class periods</b>
<b>News Then and Now</b>	<b>Compare and Contrast</b>	<b>2 class periods</b>
<b>Rules to Write By</b>	<b>Journalism ethics case studies</b>	<b>2 Weeks</b>
<b>Newswriting - The Basics and exemplars</b>	<b>Journalism Vocab Inverted Pyramid Lede Sections of a Newspaper Read News Stories</b>	<b>3 Class Periods</b>
<b>Newswriting - The Idea</b>	<b>Brainstorm story ideas for the first issue of Panthers' Pause</b>	<b>1 Class Period</b>
<b>Newswriting - The Story</b>	<b>First Draft Peer Review Proofreading and Copy Editing</b>	<b>5 Class Periods</b>
<b>Summative</b>	<b>Final Piece with Visual</b>	<b>1 Class Period</b>

**Teacher Notes:****Additional Resources**

Click links below to access additional resources used to design this unit:

[https://en.wikipedia.org/wiki/History\\_of\\_journalism](https://en.wikipedia.org/wiki/History_of_journalism) [http://www.cjr.org/magazine/through\\_the\\_years/index.php](http://www.cjr.org/magazine/through_the_years/index.php)

[https://en.wikipedia.org/wiki/Journalism\\_ethics\\_and\\_standards](https://en.wikipedia.org/wiki/Journalism_ethics_and_standards) <https://www.spj.org/pdf/ethicscode.pdf>

<http://www.spj.org/ethicscasestudies.asp>

<b>Content Area: Digital Journalism</b>	
<b>Unit Title: Do-It-Yourself Journalism</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> A student-run high school newspaper, with digital and physical components, that provides information and entertainment to the MPHS community. The maintenance and upkeep of such a platform.</p> <p><b>Interdisciplinary Connections:</b> Current world and local events are a primary focus when creating news for the community. In addition, the content that students create during this unit can be connected to any other discipline, as per their choosing.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.</p> <p>NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.</p> <p>NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism &amp; Broadcasting Career Pathway.</p> <p>NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.</p> <p>NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).</p> <p>NJSLS.9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Learning</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.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.
NJSLSA.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

	research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
NJSLS.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLS.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLS.RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
NJSLS.RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
NJSLS.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
NJSLS.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
NJSLS.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How can students create their own digital journalism hub for the entire community?</li> <li>• What content is important and/or entertaining for the entire community?</li> <li>• What roles and responsibilities do students need to maintain and upkeep such a service?</li> <li>• How does audience feedback and/or the news cycle affect this service?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• There are several digital and physical platforms, each with strengths and weaknesses, for publishing news</li> <li>• There is news that audiences want, news that audiences need, and news that audiences do not even know they want or need until you give it to them</li> <li>• Successful news platforms need to evolve and change with their audiences' tastes and the news cycle</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Research, experiment with, and ultimately choose platform(s) for a digital and physical high school newspaper</li> <li>• Conduct market research of the MPHS community for feedback on content and distribution</li> <li>• Assign and rotate student roles for the successful maintenance and upkeep of this community service</li> <li>• Create original content of journalistic merit for public consumption</li> <li>• Review and revise peers' work</li> </ul>	

**Formative Assessments:** Student presentations, quizzes, research, writing

**Summative/Benchmark Assessment(s):** Original content created following the rules and regulations examined in this unit

**Resources/ Materials:** Computers, Internet access, student Google accounts, Google Classroom, printing capability.

**Modifications:**

- Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction
- English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion

**At-Risk Students:**

- allow extended time for project completion, provide hands-on activities, accept participation at any level

**Gifted and Talented Students:**

- allow for peer-to-peer instruction, provide leadership positions in group context

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre-Assessment	How to publish the news - print & online Layout & Design	1 Class Period
Finding a Publishing Tool	Research & Presentations	5 Class Periods
Assigning Student Roles	Defining and exploring news positions - Role Rotation	2 Class Periods
Content	Original student creations for public consumption	Ongoing
Digital Portfolio	Maintaining and reflecting on previous work	Ongoing
Audience Feedback and Adjustments	Surveying the masses 5 class periods	Ongoing

**Teacher Notes:**

**\*ongoing— students should be expected to create content for public consumption throughout the remainder of this course; their primary goals are to improve upon their work with each new piece, and to maintain a digital portfolio of each piece of content that they submit. Such a portfolio is part of their summative evaluation for the entire course.**

**Additional Resources** Click links below to access additional resources used to design this unit:

<http://openpublishapp.com>

<http://www.wix.com>



<b>Content Area: Digital Journalism</b>	
<b>Unit Title: 21st Century News - Analyzing the News Cycle</b>	
<b>Grade Level: 9-12</b>	
<b>Unit Summary: An overview of the 21st century news cycle, its impact on journalism and society, and an analysis of its pros and cons. A consideration of emulating such a news cycle for the MPHS community.</b>	
<b>Interdisciplinary Connections: Current world events are a primary focus when discussing day-to-day news. The content used to convey the main points of this unit can be connected to any other discipline, as per the teacher's choosing. The content that students create during this unit can be connected to any other discipline, as per their choosing.</b>	
<b>21<sup>st</sup> Century</b>	
<b>Themes and Skills:</b>	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP2. Apply appropriate academic and technical skills.	
CRP3. Attend to personal health and financial well-being.	
CRP4. Communicate clearly and effectively and with reason.	
CRP5. Consider the environmental, social and economic impacts of decisions.	
CRP6. Demonstrate creativity and innovation.	
CRP7. Employ valid and reliable research strategies.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
CRP10. Plan education and career paths aligned to personal goals.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.	
NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.	
NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.	
NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	
NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.	
NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.	
NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.	
NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).	
NJSLS.9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Learning	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLS.RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLS.RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLS.RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

<p>NJSLS.RI.9-10.6.</p>	<p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	
<p>NJSLS.RI.9-10.8.</p>	<p>Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How does the news affect society?</li> <li>● In what ways does the 24/7 news cycle impact journalism?</li> <li>● In what ways can the news be biased, and what are the ramifications of such biases?</li> <li>● How can someone be sure he is being provided with accurate information?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● People throughout the world rely on the news to shape their opinions of and decisions about their world</li> <li>● The constant stream of news has its benefits and drawbacks</li> <li>● Biased news reporting can lead to audience misunderstanding of the world and so fact checking is essential</li> </ul>	
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Understand the impact of the news being broadcast 24/7 across various platforms</li> <li>● Analyze case studies of media bias and its affects on populations</li> <li>● Research examples of media bias</li> <li>● Identify fallacious arguments, leaps in logic, non-credible reporting tactics</li> <li>● Create original content of journalistic merit</li> <li>● Review and revise peers’ work</li> </ul>		
<p><b>Formative Assessments:</b> Student presentations regarding media bias; student presentations regarding non-credible reporting tactics</p> <p><b>Summative/Benchmark Assessment(s):</b> Original content created following the rules and regulations examined in this unit</p> <p><b>Resources/ Materials:</b> Computers, Internet access, student Google accounts, Google Classroom, printing capability</p>		
<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Special Education Students o alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>● English Language Learners o allow errors in writing, accept writing in first language, allow extended time for project completion</li> </ul> <p><b>At-Risk Students:</b></p> <ul style="list-style-type: none"> <li>● allow extended time for project completion, provide hands-on activities, accept participation at any level</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>● allow for peer-to-peer instruction, provide leadership positions in group context</li> </ul>		
<p><b>Lesson Name/Topic</b></p>	<p><b>Lesson Objective(s)</b></p>	<p><b>Time frame (day(s) to complete)</b></p>
<p>Introduction &amp;</p>	<p>What does media bias</p>	<p>1 Class Period</p>

Midland Park Public Schools

PreAssessment	mean to you	
The 24/7 News Cycle	What it is, what it means, why it matters	2 Class Periods
Media Bias	Analysis of case studies	2 Class Periods
Non-Credible Reporting Techniques	Fallacious arguments, emotional appeals, distractions from the facts, leaps in logic	2 Class Periods
Double Checking your News:	The Importance of Multiple Sources	1 Class Period
Research & Presentations	Following the Rules & Peer Review	5 Class Periods

**Teacher Notes:**

Click links below to access additional resources used to design this unit: [https://en.wikipedia.org/wiki/24-hour\\_news\\_cycle](https://en.wikipedia.org/wiki/24-hour_news_cycle) <http://people.howstuffworks.com/culture-traditions/tv-and-culture/24-hour-news-stationsaffected-society.htm> [https://en.wikipedia.org/wiki/Media\\_bias](https://en.wikipedia.org/wiki/Media_bias) <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> <http://www.westernjournalism.com/top-50-examples-liberal-media-bias/> <http://www.don-lindsay-archive.org/skeptic/arguments.html>

<b>Content Area: Digital Journalism</b>	
<b>Unit Title: The Newsroom</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> With a news service up-and-running, students need options to continue their contributions. An overview of several different news formats, as well as each of their mechanics and expectations. Students have the choice to explore various avenues of interest in terms of content, while adhering to different forms.</p> <p><b>Interdisciplinary Connections:</b> Current world and local events are a primary focus when creating news for the community. In addition, the content that students create during this unit can be connected to any other discipline, as per their choosing.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.  NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.  NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.  NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.  NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.  NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism &amp; Broadcasting Career Pathway.  NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.  NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).  NJSLS.9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Learning</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.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.
NJSLSA.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

NJSLS.RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLS.RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
NJSLS.RI.9-10.5.	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
NJSLS.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
NJSLS.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
NJSLS.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• What are the different ways to convey the news, and what are the rules for each?</li> <li>• Which format is best suited for certain needs?</li> <li>• How can information be packaged most effectively depending on audience and purpose?</li> <li>• How do authors maintain their unique writing style and voice across different platforms and formats?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Each format of writing has its set of strengths and weaknesses, as well as certain expectations</li> <li>• It is always important to consider the audience and the purpose for writing even before the writing process begins</li> <li>• Audiences come to expect a certain style from their favorite authors; maintaining that point of view can be an important concern as a journalist</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Understand several different formats for journalistic writing</li> <li>• Experiment with each writing piece, improve upon each style, and ultimately choose an area of expertise</li> <li>• Create original content of journalistic merit for public consumption</li> <li>• Review and revise peers’ work</li> </ul>	
<b>Formative Assessments:</b> Student presentations regarding media bias; student presentations regarding non-credible reporting tactics	
<b>Summative/Benchmark Assessment(s):</b> Original content created following the rules and regulations examined in this unit	
<b>Resources/ Materials:</b> Computers, Internet access, student Google accounts, Google Classroom, printing capability	
<b>Modifications:</b> <ul style="list-style-type: none"> <li>• <b>Special Education Students</b> alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>• <b>English Language Learners</b> allow errors in writing, accept writing in first language, allow extended time for project completion</li> </ul>	<b>At-Risk Students:</b> allow extended time for project completion, provide hands-on activities, accept participation at any level  <b>Gifted and Talented Students:</b> allow for peer-to-peer instruction, provide leadership

## positions in group context

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Conducting an Interview	Techniques	*ongoing
Writing a Feature	Elements Pyramid Writing	*ongoing
Investigative Journalism and the Expose	Researching the facts to reveal the story.	*ongoing
Content Specific Writing: Sports, Local, World, Politics, Arts, Leisure, Community, Food, Entertainment	Writing for a specific audience. Different styles.	*ongoing
Opinion Pieces and Editorials	Why should we care what you think?	*ongoing
Featurettes: Lists, Advice, Columns	Syndicates	*ongoing
Digital Contributions: Video Production, Social Media Outreach	Wire Services	*ongoing

**Teacher Notes:**

\*ongoing— students should be expected to work within each area above more than once throughout the remainder of this course; however, they can be given the freedom to choose their own course of study from this point forward. They are expected to contribute periodically, to add to their portfolio, and to improve upon their own writing with each new piece. As students embark to continually create appealing news for the community, this variety as each explores different avenues will be immensely helpful.

**Additional Resources** Click links below to access additional resources used to design this unit:

<http://thewritepractice.com/how-to-conduct-an-interview-like-a-journalist/>

<http://www.columbia.edu/itc/journalism/isaacs/edit/MencherIntv1.html>

<http://journalism.about.com/od/writing/a/whatarefeatures.htm> [https://en.wikipedia.org/wiki/Feature\\_story](https://en.wikipedia.org/wiki/Feature_story)

[https://en.wikipedia.org/wiki/Investigative\\_journalism](https://en.wikipedia.org/wiki/Investigative_journalism) <http://www.pbs.org/wnet/expose/episodes/?episodes>

<http://journalistsresource.org/tip-sheets/writing/how-to-write-an-op-ed-or-column>

<b>Content Area: Digital Journalism</b>	
<b>Unit Title: Summative - Portfolio and contributions review.</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b>                  Students should be expected to reflect on their contributions to the class at various points throughout the course; their portfolio as a whole, each writing piece, and overall contributions should be considered.</p> <p><b>Interdisciplinary Connections:</b>                  Self-reflection is necessary throughout the disciplines.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b>                  CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP7. Employ valid and reliable research strategies.                  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.                  CRP9. Model integrity, ethical leadership and effective management.                  CRP10. Plan education and career paths aligned to personal goals.                  CRP11. Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.                  NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.                  NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology &amp; Communications Career Cluster.                  NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.                  NJSLS.9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology &amp; Communications Career Cluster.                  NJSLS.9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism &amp; Broadcasting Career Pathway.                  NJSLS.9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.                  NJSLS.9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).                  NJSLS.9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile). Learning</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLSA.W10.	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.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How did each student contribute to the overall vision of the class?</li> <li>• How can each student improve his/her work?</li> <li>• How can the class more effectively achieve its goals?</li> <li>• How does the class improve upon what it is already</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reflecting on one’s work is essential for improvement The overall product and the methods to achieve such a product can always be improved upon</li> <li>• The importance of contributing to the overall</li> </ul>

effectively producing?	vision of a group is vital	
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Re-visit each of their pieces and contributions to the class</li> <li>• Examine how they have improved over a period of time regarding each writing format, as well as overall</li> <li>• Respond to peer feedback and critique</li> <li>• Adjust personal, as well as group, goals for moving forward in the course</li> </ul>		
<p><b>Summative/Benchmark Assessment(s):</b> Portfolio review and self-reflection</p>		
<p><b>Resources/ Materials:</b> Computers, Internet access, student Google accounts, Google Classroom, printing capability</p>		
<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Special Education Students                      alternative pacing of unit, reduce amount of work required, provide written and oral instruction</li> <li>• English Language Learners                      allow errors in writing, accept writing in first language, allow extended time for project completion</li> </ul>	<p><b>At-Risk Students:</b>                      allow extended time for project completion, provide hands-on activities, accept participation at any level</p> <p><b>Gifted and Talented Students:</b>                      allow for peer-to-peer instruction, provide leadership positions in group context</p>	
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction & Pre Assessment	What is the purpose of keeping a portfolio?	2 class periods
Portfolio Review		1 class period
Peer Review		1 class period
Self and Class Assessments		1 class period
<p><b>Teacher Notes:</b>                      Additional Resources Click links below to access additional resources used to design this unit:  <a href="http://www.forbes.com/sites/ehrllichfu/2013/08/15/why-college-students-need-to-selfreflect/">http://www.forbes.com/sites/ehrllichfu/2013/08/15/why-college-students-need-to-selfreflect/</a></p>		