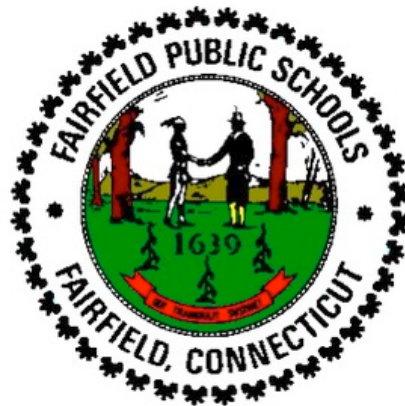


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Journalism



Journalism Overview

Journalism is a semester English elective. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students learn how to write a story in the newsroom. They also will "go out" on the beat and develop and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students see how concepts and principles work in real situations and explore the problems, philosophical questions, and issues that journalists face on the job. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists. In class, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating.

Journalism: Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Defining Journalism	<ul style="list-style-type: none"> ● Identification of central ideas ● Read textbook and current news articles to introduce basic journalism concepts. ● Begin learning journalism terminology. 	<ul style="list-style-type: none"> ● Exploratory response journal entries, writing from supplemental and textbook sources. ● read and discuss current news stories, considering role of journalism in society. ● select and examine news 	<ul style="list-style-type: none"> ● Introduction of journalistic voice 	<ul style="list-style-type: none"> ● What is the role of journalism in our society? ● Read and respond to scenario, defending journalist's actions using evidence from class discussions. ● Write 1 page responses to important news stories that have impacted society and defined the role of journalism in our

		stories for response in reading journals.		society.
2. Hard and Soft News, the Elements of News, and Newsworthiness	<ul style="list-style-type: none"> • Reading like a writer: identifying aspects of newsworthiness. • Close-reading: Differentiating between hard and soft news. 	<ul style="list-style-type: none"> • Annotating. • Critiquing hard and soft news articles. 	<ul style="list-style-type: none"> • Copy edit; revise content, using editing symbols. • Demonstrate an understanding of active and passive voice and when to use them. 	<ul style="list-style-type: none"> • Homework and quizzes, in which students use news elements to create new angles of news stories • Identification and analysis of hard and soft news stories
3. AP Style, Writing Leads, Organization of a News Article	<ul style="list-style-type: none"> • Reading like a writer: using mentor texts as a guide for style • Reading like a writer: identifying aspects of “newsworthiness” 	<ul style="list-style-type: none"> • Effectively use active voice in lead writing. • Appropriately use attribution. 	<ul style="list-style-type: none"> • Demonstrate an understanding of AP Style • Eliminate wordiness and redundancy in journalistic writing 	<ul style="list-style-type: none"> • News article outline, applying knowledge of leads, news elements and newsworthiness. • Formal assessment(s) in which students identify and define different types of leads; identify the elements of newsworthy stories; justify the use of an inverted pyramid

				<ul style="list-style-type: none"> ● Formal assessment on general AP Style guidelines
4. Writing Hard News Stories	<ul style="list-style-type: none"> ● Read professional examples of hard news stories ● Read Q & A Style Interviews ● Watch/Listen to professional interviews to analyze the process 	<ul style="list-style-type: none"> ● Produce a publishable hard news story on a local current event ● Produce a Q & A Style article ● Fluently incorporate information gathered from interviews and research into an article ● Introduction and incorporation of direct, indirect and partial quotes 	<ul style="list-style-type: none"> ● Use dash and ellipses. ● Punctuate quotations within quotations, using single quotation marks. 	<ul style="list-style-type: none"> ● Hard News Story ● Q & A Style Article ● Assessment of questions/notes
5. Conducting and Incorporating Interviews	<ul style="list-style-type: none"> ● Identify appropriate and quality sources to interview. ● Synthesize the information 	<ul style="list-style-type: none"> ● Correctly attribute and incorporate quotations gained from sources. ● Rephrase information while 	<ul style="list-style-type: none"> ● Demonstrate an understanding of word choice: vague words, precision/connotation, 	<ul style="list-style-type: none"> ● News article, incorporating information from interview ● Formal written assessment in which

	<p>gained from an interview and incorporate it as they write a news story.</p> <ul style="list-style-type: none"> • Evaluate the validity of information sources. • Discern relevant information from sources. 	<p>still maintaining accurate facts.</p> <ul style="list-style-type: none"> • Use transitions effectively (words and phrases). • Identify topics that are appropriate for a feature article. • Informational Writing 	<p>objective/subjective word choices.</p> <ul style="list-style-type: none"> • Accurately record and transcribe information from a source. • Correctly cite sources in a news article. • Revise for redundancy 	<p>students respond to questions about the interview process</p> <ul style="list-style-type: none"> • Write a Q & A Style piece
6. Writing Feature Stories	<ul style="list-style-type: none"> • Outline essential elements for a feature article • Differentiate hard news from soft news • Deconstruct a professional sample of a feature article 	<ul style="list-style-type: none"> • Use transitions effectively (words and phrases). • Identify topics that are appropriate for a feature article. • Informational Writing 	<ul style="list-style-type: none"> • Use dash and ellipsis. • Punctuate quotations within quotations, using single quotation marks. • Use adverbial connectives for emphasis and transition, punctuating them correctly with semi-colon and comma. • Revise for redundancy and 	<ul style="list-style-type: none"> • Profile stories, trend stories, in-depth investigative pieces

			wordiness.	
7. Writing Editorials	<ul style="list-style-type: none"> • Read multiple editorials to differentiate basic hard news stories. • Analyze the role of satire in an opinion section of a newspaper (irony, editorial cartoon). 	<ul style="list-style-type: none"> • Write editorials. • Demonstrate the importance of incorporating facts and opposing viewpoints • Employ techniques of persuasion, including writing style and tone. • Find a topic of significance about which they will write an editorial. 	<ul style="list-style-type: none"> • Effectively use punctuation to enhance the meaning of a news article (commas, semi-colons, colons, dashes, hyphens). 	<ul style="list-style-type: none"> • Formal Student editorials
8. Ethics and Law	<ul style="list-style-type: none"> • Development of legal and ethical issues and concerns through class readings (published articles, published briefs, and other sources). 	<ul style="list-style-type: none"> • Write persuasively regarding multiple legal and ethical issues in journalism. • Reflection on legal and ethical issues. 	<ul style="list-style-type: none"> • AP STYLE 	<ul style="list-style-type: none"> • Respond to examples of ethically questionable scenarios • Assessment on the core understanding of law and ethics, as they pertain to the role of a journalist
9. Photojournalism	<ul style="list-style-type: none"> • Students read 	<ul style="list-style-type: none"> • Reflect on style, 	<ul style="list-style-type: none"> • AP STYLE 	<ul style="list-style-type: none"> • Online photo essays

	<p>about photojournalism controversies - moral and ethical questions raised in photojournalism.</p> <ul style="list-style-type: none"> • Contributions of photojournalists historically • Read about storytelling through photography 	<p>composition, and structure of published photojournalism</p> <ul style="list-style-type: none"> • Document student growth throughout the unit by creating a photography portfolio. • Share photo portfolio with classroom community or through an online presentation. 		<p>and photo stories, multimedia photo packages.</p>
<p>10. Journalism Multimedia and Technology</p>	<ul style="list-style-type: none"> • Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings. • Develop awareness of emerging technologies in 	<ul style="list-style-type: none"> • Report and write for today's new media technologies • Demonstrate their reflection on their personal experiences as they near graduation. • Document their growth throughout the 	<ul style="list-style-type: none"> • AP STYLE 	<ul style="list-style-type: none"> • Class website, blogs, InDesign layout projects, Final Newspaper project.

	<p>journalism</p> <ul style="list-style-type: none"> • Understanding the impact of technology on today's multimedia reader. 	<p>semester by creating a final journalism project</p> <ul style="list-style-type: none"> • Share portfolio with classroom community or online. 		
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<p>Reading Resources</p> <p>News Writing and Reporting for Today's Media (Bruce D. Itule / Douglas A. Anderson) The New York Times</p>	<p>Writing Resources</p> <p>News Writing and Reporting for Today's Media (Bruce D. Itule / Douglas A. Anderson)</p>
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Journalism Overview: Reading and Writing		
<p>Central Understandings Students will be able to:</p> <ul style="list-style-type: none"> • Increase their reading comprehension level and abstract thinking skills based on the complexity of the text selections. • develop and apply a deeper understanding of the elements, devices, and genres of journalism. 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> • Why is a free press essential to a free and democratic society? • What is the role of the journalist and journalism in our society? • How do journalists get their stories? 	<p>Assessments:</p> <ul style="list-style-type: none"> • Culminating Newspaper Project

<ul style="list-style-type: none"> ● use language as a tool to explore, find, and convey growth and meaning through personal experience. ● internalize the knowledge that they gain about journalism in order to create purposeful and original reporting that resonates with themselves and others. ● develop and recognize their own voice in their writing through creative experimentation and structured study of the genre. ● increase the level of depth of their metacognition through their own reading, their discussion with peers and the teacher, and through examination of their own work. ● explore the relationship between journalism and photography ● independently select, read, and respond to journalism that speaks to them on a personal and aesthetic level. ● read and analyze essays of literary criticism for use in their own thinking and writing. ● develop and awareness of social, cultural and historical influences in journalism. 		
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Standards Common Core State Standards		National Assessments:
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Journalism Unit 1: Defining Journalism

Unit Overview

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

- Define Journalism
- Understand the role of journalism in society
- Define the principles of journalism

Reading Focus

- Read the daily newspaper for understanding of current events.
- Discuss articles and case studies considering the role of the journalist and the implicit trust between audience and journalist.

Writing Focus

- Respond to articles and case studies
- Analyze case study and defend journalist's actions

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review of formal voice

Assessments

- responses to articles
- responses to case studies
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Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 2: Hard and Soft News, the Elements of News, and Newsworthiness

Unit Overview

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

- Differentiate between hard news and soft news
- Identify the elements of news
- Understand news angles
- Analyze the newsworthiness of a topic

Reading Focus

- Reading like a writer: identifying aspects of newsworthiness.
- Close-reading: Differentiating between hard and soft news.

Writing Focus

- Annotating.
- Critiquing hard and soft news articles.

Grammar, Usage, Mechanics

- Copy edit; revise content, using editing symbols.
- Demonstrate an understanding of active and passive voice and when to use them.

Assessments

- Formative/Summative objective assessments
- Homework and quizzes, in which students use news elements to create new angles of news stories
- Identification and analysis of hard and soft news stories

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 3: AP Style, Writing Leads, Organization of a News Article

Unit Overview

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

- Implement AP Style in their writing
- Write an effective lead for a hard news story
- Identify and correct weak leads
- Effectively organize a hard news article

Reading Focus

- Close reading of professional samples of hard news stories
- Identify the use of AP Style in texts

Writing Focus

- Craft effective leads based on purpose and audience
- Effectively organize material
- Effectively use active voice in lead writing.
- Appropriately use attribution.

Grammar, Usage, and Mechanics Focus

- Associated Press Style
- Active/Passive Voice
- Improving clarity

Assessments

Objective formative/summative assessments

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one

or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 4: Writing Hard News Stories

Unit Overview

By the end of this unit, students will:

- Produce a hard news story
- Conduct interviews to gather information
- effectively organize information into a story
- write a strong lead that hooks the reader
- compose effective questions for sources
- do research on a topic to generate questions

Reading Focus

- Read professional examples of hard news stories
- Read Q & A Style Interviews
- Watch/Listen to professional interviews to analyze the process

Writing Focus

- Produce a publishable hard news story on a local current event
- Produce a Q & A Style article
- Fluently incorporate information gathered from interviews and research into an article
- Introduction and incorporation of direct, indirect and partial quotes

Grammar, Usage, Mechanics

- Focus on syntax and clarity to enhance understanding
- Organization of material
- Fluent transitions
- Proper use of quotation marks

Assessments

- Hard News Story
- Q & A Style Article
- Assessment of questions/notes

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Unit 5: Conducting and Incorporating Interviews

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How do journalists seek out sources for interviews?
- How do journalists properly conduct interviews?
- How do journalists use interviews to gain useful information?
- How do journalists synthesize and incorporate the information gained from interviews into an article?

Reading Focus

- Identify appropriate and quality sources to interview.
- Synthesize the information gained from an interview and incorporate it as they write a news story.
- Evaluate the validity of information sources.
- Discern relevant information from sources.

Writing Focus

- Correctly attribute and incorporate quotations gained from sources.
- Rephrase information while still maintaining accurate facts.
- Use transitions effectively (words and phrases).
- Identify topics that are appropriate for a feature article.
- Informational Writing

Grammar, Usage, and Mechanics Focus

- Demonstrate an understanding of word choice: vague words, precision/connotation, objective/subjective word choices.
- Accurately record and transcribe information from a source.
- Correctly cite sources in a news article.
- Revise for redundancy and wordiness.

Assessments

- News article, incorporating information from interview

- Formal written assessment in which students respond to questions about the interview process
- Write a Q & A Style piece

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

which they are writing.

- 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).

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 6: Writing Feature Stories

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What is a feature story?
- How is soft news different from hard news?
- What is the importance of a feature story?

Reading Focus

- Outline essential elements for a feature article
- Differentiate hard news from soft news
- Deconstruct a professional sample of a feature article

Writing Focus

- Use transitions effectively (words and phrases).
- Identify topics that are appropriate for a feature article.
- Informational Writing

Grammar, Usage, and Mechanics Focus

- Use dash and ellipsis.
- Punctuate quotations within quotations, using single quotation marks.
- Use adverbial connectives for emphasis and transition, punctuating them correctly with semi-colon and comma.
- Revise for redundancy and wordiness.

Assessments

- Analytical essay which presents a critique of a feature article

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 7: Writing Editorials

Unit Overview

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

- Distinguish between fact and opinion.
- Respond to the ideas of others and recognize the validity of differing views.
- Persuade listeners about understandings and judgments of works read, written and viewed.
- Understand how an editorial different from a basic hard news story.
- Articulate the importance of an editorial in the news community.
- Articulate the boundaries of editorial writing.

Reading Focus

- Read multiple editorials to differentiate basic hard news stories.
- Analyze the role of satire in an opinion section of a newspaper (irony, editorial cartoon).

Writing Focus

- Write editorials.
- Demonstrate the importance of incorporating facts and opposing viewpoints
- Employ techniques of persuasion, including writing style and tone.
- Find a topic of significance about which they will write an editorial.

Grammar, Usage, and Mechanics Focus

- Effectively use punctuation to enhance the meaning of a news article (commas, semi-colons, colons, dashes, hyphens).

Assessments

- Students will write and revise an editorial

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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Journalism Unit 8: Ethics and Law

Unit Overview

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

- define ethics as it relates to journalism.
- understand the law as it relates to journalism (libel, First Amendment, malice).
- understand responsibilities of journalistic writing, including the implications of stories and connotations of words

Reading Focus

- Development of legal and ethical issues and concerns through class readings (published articles, published briefs, and other sources).

Writing Focus

- Write persuasively regarding multiple legal and ethical issues in journalism.
- Reflection on legal and ethical issues.

Grammar, Usage, and Mechanics Focus

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Assessments

- Respond to examples of ethically questionable scenarios
- Assessment on the core understanding of law and ethics, as they pertain to the role of a journalist

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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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. Engage and orient the reader by setting out a problem, situation, or observation, establishing

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Journalism Unit 9: Photojournalism

Unit Overview

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

- tell stories through individual and series of photographs.
- learn and use techniques and methods used by photojournalists.
- write accurate and effective photo captions.

Reading Focus

- Students read about photojournalism controversies - moral and ethical questions raised in photojournalism.
- Contributions of photojournalists historically
- Read about storytelling through photography

Writing Focus

- Reflect on style, composition, and structure of published photojournalism
- Document student growth throughout the unit by creating a photography portfolio.
- Share photo portfolio with classroom community or through an online presentation.

Grammar, Usage, and Mechanics Focus

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Assessments

- Final photo-journal project/presentation

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
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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.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Journalism Unit 10: Journalism Multimedia and Technology

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What new technologies are shaping journalism in today's world?
- What other ways are stories being told in today's media-rich world?
- What is the significance of the convergence of traditional print and emerging technologies?
- How does the diverse media landscape shape today's journalism and will it have a positive or negative impact?

Reading Focus

- Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings.
- Develop awareness of emerging technologies in journalism
- Understanding the impact of technology on today's multimedia reader.

Writing Focus

- Report and write for today's new media technologies
- Demonstrate their reflection on their personal experiences as they near graduation.
- Document their growth throughout the semester by creating a final journalism project
- Share portfolio with classroom community or online.

Grammar, Usage, and Mechanics Focus

Assessments

Final Multimedia Project

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

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