Randolph Township Schools
Randolph High School

Journalism II

"With technology and social media and citizen journalism, every rock that used to go unturned is now being flipped, lit, and put on TV."
—LZ Granderson

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Randolph Township Schools
Department of Humanities
Journalism II

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

Randolph Township Schools
Department of Humanities Studies
Journalism II

Introduction

Journalism II is the second year of the two-year-long journalism program. It designed to provide advanced instruction to students in Grades 10, 11, and 12 who have completed Journalism I and demonstrated mastery of the fundamentals of journalistic writing, editing, and production. Journalism II students should also demonstrate a commitment to the production of Ram-Page, as they will function as a support network for the school newspaper. Ram-Page editorial staff who have successfully completed Journalism I may register for this course as well.

Journalism II emphasizes a refinement of the basic journalism skills and concepts introduced in Journalism I, including reporting and interviewing skills. The course also introduces students to advanced forms of journalistic writing, including travel articles; literary/long-form pieces; investigative reports; music, film, theater, or art reviews, and sports articles. Students will also explore specialized branches of the communications field, such as broadcasting, electronic journalism, photojournalism, and freelance writing, for possible careers in those fields. This course will also examine the role of journalism and other communications fields in society on a global level.

Journalism II also delves into nonverbal aspects of the field, including headlining, page layout, and desktop publishing using the InDesign program. The course also examines the social media aspects of electronic journalism, as well as trends in specialized branches of the communication field, namely broadcasting, electronic journalism, and photojournalism.

The New Jersey Student Learning Standards for English Language Arts, 21st Century Life and Careers, and Technology, and the standards and goals established by the Randolph Township Board of Education will guide the course.

PREREQUISITE: Journalism I.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Journalism II

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	**Journalism Boot Camp**
5 weeks	II	**Writing Across the Discipline**
3 weeks	III	**Citizen Journalism and Technology's Impact on the Field**
5 weeks	IV	**Publication Design**
5 weeks	V	**Broadcast Journalism**
5 weeks	VI	**Photography and Photojournalism**
5 weeks	VII	**From Pitching to Publication**
5 weeks	VIII	**Electronic Journalism: Writing for the Digital World**

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism II
UNIT I: Journalism Boot Camp

TRANSFER: Students will be able to hone their researching, writing, and reading skills in order to be better equipped for the ever-changing workplace.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Outside factors such as deadlines and availability of information often determine when journalists must wrap up the researching process.	• How does a journalist determine when research for an article is complete?
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.6**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	The appropriate level of slant, angle, or bias occurs when the writer achieves a balance between the presentation of newsworthy facts and the needs of the news outlet and its audience.	• When has a writer achieved the appropriate level of bias in an article?
RI.11-12.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Careful readers are aware that, in addition to word choice, what journalists omit from a story is just as important as what they include in it.	• What are the key elements a reader should analyze to determine bias in a news story?
	The processes of researching and writing are constantly evolving due to advancements in technology and shifts in global culture.	• How are the researching and writing processes evolving in journalism?
	KNOWLEDGE	**SKILLS**

	Students will know:	Students will be able to:
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	The fundamentals of AP style help maintain high and uniform journalistic standards.	Identify the elements of AP Style. Write a complete piece that successfully and appropriately uses AP Style.
SL.11-12.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Media companies select the information they wish to share with their readership in order to promote an agenda.	Analyze the elements that add bias to specific media content. Read and analyze a news story to determine the bias.
SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Journalists must stick to a schedule for news gathering, interviewing, writing, and producing so they can meet the critical deadlines of a news outlet.	Create a news story based on an immediate deadline for a breaking news story versus a long-term deadline for a research-based story. Analyze the time management skills necessary to complete each type of news story within the deadline.
L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.	**KEY TERMS:** Deadline, AP style, slant, angle, bias, interviewing, news story structure, news, attribution, story, accuracy, balanced, ABCs of journalism, 5Ws and 1H, full disclosure, breaking news, catastrophe, coverage, timeliness, conflict, emotional impact, proximity, novelty, prominence, time management, beat reporting	

ASSESSMENT EVIDENCE: Students will show their learning by:
- Demonstrating a professional level of understanding of the news production process by researching and writing an accurate and balanced article that incorporates an appropriate level of bias.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will receive a timed deadline for a specific news topic, and must conduct their own research to complete the written piece.
- Students will receive a news story and must read and annotate it and determine what information has been omitted from the story.

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Journalism Boot Camp ● Writing on deadline ● Reading and analyzing for bias ● Conducting appropriate research	*AP Stylebook* Columbia Journalism Review: Encouraging Excellence in Journalism: http://www.cjr.org/watchdog Inside Reporting: http://highered.mheducation.com/sites/0073526142/student_view0/index.html American Press Institute: https://www.americanpressinstitute.org

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II

UNIT II: Advanced Writing Across the Discipline

TRANSFER: Students will be able to tailor their writing to meet the specific needs of a work environment.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	In travel writing, it can be more difficult for a journalist to maintain objectivity due to the fact that the journalist often receives "swag" from the sponsors, ranging from small gifts to the trip itself.	• Why can it be more difficult to maintain nonpartisanship in some disciplines of journalistic writing than it is in others?
W.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Reviews contain many of the structural elements of an essay because the writer must make an assertion on the topic and then back it up with details.	• How does frontloading information in a written piece influence the reader's understanding of it?
W.11-12.1.D: Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	Literary journalism combines fiction and non-fiction elements to captivate and entice readers in order to expand on a news topic over a longer body of work.	• Why does literary journalism combine both fiction and non-fiction elements?
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Investigative news requires a longer lead time because it depends on the cooperation of sources, painstaking background research, and liability concerns that must be addressed before publication.	• How are the rigors and constraints of producing investigative news threatening its survival?
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**KNOWLEDGE**	**SKILLS**

W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). **W.11-12.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **RI.11-12.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI.11-12.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **RI.11-12.8**: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). **SL.11-12.1**: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**Students will know:** Travel writing is based on traveling to and exploring a specific location, taking photographs, and writing a piece. Reviewers form an opinion on a topic and try to persuade their readers to thoroughly understand that opinion with evidence. Writers of literary or long-form journalism commonly use literary devices like symbols, metaphors, and conflict to enhance the story and make it more accessible to the reader while remaining factual. Because it is so time-consuming and expensive, the continued existence of investigative journalism is being threatened by the twenty-four-hour news cycle, where breaking news can be posted online immediately and incur far fewer costs. Writing for a specific work environment requires the writers to know how to communicate with their co-workers, superiors, sources, and audience. **KEY TERMS:** Travel journalism, investigative or long-form journalism, non-fiction narrative, profiles, features, sports writing, in-depth stories, literary journalism, film and music reviews, symbolism, metaphor, conflict, breaking news,	**Students will be able to:** Create a complete travel package based on a field trip that includes a feature story, sidebars, and photographs. Write a movie or music review that incorporates the structural elements of an essay. Identify the essay elements in a review. Read literary or long-form journalism essays. Identify the elements of fiction in the essays. Analyze why the author chose to tell the specific story through the long-form medium. Map out the steps of investigative reporting in order to determine a timeline for production of a piece. Compare and contrast the processes for a breaking news story and an investigative story. Create different types of writing samples for the various needs of a workplace including emails to a superior, emails to a source, interview notes, and articles.

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	swag, frontloading	
SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Choosing from various discipline-specific genres (feature, sports, profile, travel, literary, investigative, or reviews) in order to write a complete piece that encompasses all elements of the genre.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will photograph a location, organize their research and photographs, and write a travel article and sidebar outside of class.
- Students will analyze a breaking news story by reading, highlighting, annotating, and discussing it, and they will determine a facet of it that could expand into an investigative journalism piece.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit II: Advanced Writing Across the Discipline

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Advanced Writing Across the Discipline ● Travel journalism ● Review writing ● Long-form journalism ● Investigative journalism ● Writing for the workplace	Travel blogs on "Fathom's 24 Best Blogs and Websites 2016" *http://fathomaway.com/slideshow/fathom-2016-best-travel-blogs-and-websites/1/* Essays by Joan Didion *Nickel and Dimed: On (Not) Getting by in America*, by Barbara Ehrenreich "Investigative Journalism: Defining the Craft" excerpts, by David E. Kaplan *http://gijn.org/resources/investigative-journalism-defining-the-craft/* Sokanu's "What Does a Journalist Do?" *https://www.sokanu.com/careers/journalist/*

UNIT III: Citizen Journalism and Technology's Impact on the Field

TRANSFER: Students will be able to identify and construct career opportunities based on advances in online technology.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Increased competition created by the 24-hour news cycle of online reporting requires journalists to gather and post news with a greater sense of urgency and immediacy.	• How are advances in technology changing the face of journalism?
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Citizen journalism derives from a surge in civilians recording and reporting live events by utilizing social media sites and apps such as Instagram, Snapchat, Twitter, Facebook Live Feeds.	• Why might citizen journalism be a better alternative to traditional journalism?
W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Despite the fact that careers in the field are constantly evolving, the core elements of journalism, such as accuracy, brevity, clarity, and truthfulness, must remain intact, no matter the medium.	• How do we know when something is journalism?
W.11-12.8: 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.	**KNOWLEDGE**	**SKILLS**
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Students will know:** Because success in the journalistic field depends on being able to reach consumers with content, advances in	**Students will be able to:** Identify how the field has embraced technologic advances, including the use of increased freelancing, global and

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. **RI.11-12.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI.11-12.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **SL.11-12.1**: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	technology, including the 24-hour news cycle and social media, force changes in the field in order to remain current. Journalists and civilians have a symbiotic relationship, as journalists cater to civilians, and civilians determine trends that dictate how journalists do their job. In order to produce good quality journalism, reporters must continue to adhere to the basic tenets of journalism in light of rapidly changing news environments. **KEY TERMS:** Citizen journalism, social media, 24-hour news cycle, Snapchat, Instagram, Facebook Live, Twitter, advertising, copywriter, social media manager, public relations, content management	multiplatform reporting, and anchors and reporters solely work online. Investigate two versions of one article to determine how content and delivery are affected by print versus online publication. Compare and contrast common outlets for citizen journalism and explain the pros and cons of each one. Research a story that broke because of citizen journalism and assess how the story would have been covered differently by traditional journalism. Investigate and report on various profiles of notable journalists in specialty fields. Discuss the current challenges of various specialty careers in journalism.

indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating and presenting a display that explores the skillsets needed for specialized careers in journalism—such as a broadcast news anchor, social media manager, or advertising executive.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will discuss the coverage of a breaking news event from citizen journalist to major media outlets.
- Students will research a noteworthy journalist who has a specialty career, focusing on his/her start, area of study, daily work routine, and educational background in order to write a profile piece.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit III: Citizen Journalism and Technology's Impact on the Field

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Citizen Journalism and Technology's Impact on the Field ● Technology and journalism ● Citizen journalism ● Journalism careers	"36 Stories that Prove Citizen Journalism Matters" *http://www.cnn.com/2013/04/03/opinion/ireport-awards-hawkins-gaar/* Society of Professional Journalism *http://www.spj.org*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
UNIT IV: Publication Design

TRANSFER: Students will be able to publish aesthetically appealing work for a specific career field.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.6**: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced search effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). **W.11-12.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.	In the traditional print format, the writing function is generally kept separate from layout/design, but the line has becoming increasingly blurred with the advent of online publishing.	• Should writers be involved in the design and layout of their pieces? Why?
	Using consistent publishing software helps to maintain uniformity when producing work for print and affects the potential content.	• How do publishers manipulate the publication of an article—including its design, layout, art, and placement—in order to influence its content and benefit their bottom line?
	An understanding of aesthetics is an essential part of publication production, so the graphic designer must be skilled in all aspects of typography, graphics, chart-making and placement of advertising.	• Why might the aesthetics of an article be more important than the content?
	Style guides are essential tools that aid in the layout and design decision-making process and help assure the consistent and appealing publication layout and design.	• What distinguishes good layout from poor layout?
	The proper design of display copy, art, callouts, and text type encourages reader engagement in and understanding of a piece.	• How can publishing software be used to complement, crystallize, or even change one's reading of a text?

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.	KNOWLEDGE	SKILLS
W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. SL.11-12.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**Students will know:** Proper production of a document using InDesign requires having a working knowledge of the basic principles of page layout—such as balance and negative space—and the use of graphic elements like display type, callouts, and decks. A well-written, published article contains not only text, but also images, callouts, and a proper word count for the space. Any images used in an article must be cited. The writing process does not always end with publication because of the ability to update content when desired or needed.	**Students will be able to:** Identify the basic elements of layout and design. Define layout and design terms, such as display type, callouts, heads, and decks. Compare and contrast elements of pages that were created in InDesign. Craft a page in InDesign, ensuring that it is complete, clear, and visually appealing. Identify the main idea of an original article and determine what image(s) and callout(s) would be best suited for it. Prepare the article for publication and cut/add words as needed for copyfitting. Cite a variety of images, ranging from those taken by a photojournalist to those researched on the Internet. Plan, write, revise, publish, and update an original piece. Reflect on the publication process and how it is different from or similar to submitting work in class for a grade. Analyze the importance of noting edits to a printed piece in a subsequent edition or noting at what time a digitally

		published piece has been edited post-publication.
SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.9-10.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(T) 8.1.12.D.1**: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **(T) 8.1.12.D.2**: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. **(T) 8.1.12.D.3**: Compare and contrast policies on filtering and censorship both locally and globally. **(T) 8.1.12.D.5**: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.	**KEY TERMS:** InDesign, publication, software, typography, graphic design, leading, kerning, typesize, font, Adobe, page layout, typeface, serif, sans serif, callout, deck, head, body, jump, display type, orphans and widows, copyfitting, pull quotes, color theory, rule of thirds, grid, whitespace, dummy copy (*lorem ipsum*), photojournalist	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Producing a completed section of a newspaper or magazine that includes a front/cover page and a content page.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will write an original article and work with a small group to craft a page for publication by laying out the group members' articles, adding images and callouts, providing captions/citations, adding to/cutting the length to fit the page, and assessing a printed copy of the page.
- After reading and annotating only the text of a published article, students will determine what would be the best image(s) and callout(s) to use for the article and explain why.

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Publication Design ● InDesign ● Layout ● Publication process ● Citations	Lynda.com - InDesign Tutorials Guest Speaker(s): RHS Instructor of Mass Media, Photography, or Graphic Arts

TRANSFER: Students will improve their preparation, speaking, and listening skills that are transferrable to the workplace, especially as it applies to a broadcasting environment.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	While a printed piece must be formatted to fit the space, for a broadcast story, the reporter must adhere to a strict time frame and enunciate clearly.	• What is the ideal format for the presentation of news?
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals | It is crucial for a broadcast journalist to be able to not only prepare strong open-ended questions, but also formulate them on the spot in order to thoroughly address additional topics that may emerge during the live interview itself to engage listeners with a thoughtful exchange of ideas. | • To what extent do broadcast journalists structure their questions to manipulate a response? |
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Broadcast journalists must strike a balance between using sensational elements to appeal to its viewership and maintaining their integrity as news providers.	• Is it ethical for broadcast journalism to incorporate the sensational elements of tabloid-style reporting? Why or why not?
	Due to the 24-hour news cycle that Internet news sites allow, network broadcasting must focus more on features, human interest, and in-depth stories rather than breaking news stories.	• Can network broadcasts still deliver breaking news effectively? Why or why not?
	The role of women in broadcast news, both on and off camera, has evolved over time in both a positive	• Have women achieved equality in the field of broadcast journalism?

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.	negative sense; while they have pioneered changes in formatting in the field—such as co-anchorship of network news—they have also experienced setbacks like the sexualization of their images on television.	• Has the role of women evolved or devolved over the history of broadcast journalism? Why?
W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	The prescribed format for television news broadcasts may no longer be ideal for today's viewers given the popularity of Internet news sites.	• How relevant is the formula for structuring storylines and shooting techniques for television news broadcasts?
W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**KNOWLEDGE**	**SKILLS**
RI.11-12.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **SL.11-12.1**: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or	**Students will know:** The four Cs (color, correctness, clarity, and conciseness), two Is (immediacy and impact), and 5Ws and 1H are as important to broadcast as they are to print. The four basic camera shots for a news broadcast are reader, voice over tape (VOT), sound on tape (SOT), and package. Writing a television script involves using specific jargon and a slug sheet.	**Students will be able to:** Identify and define basic broadcasting terminology. Analyze a broadcast story and identify the four Cs, two Is, and 5Ws and 1H. Identify and define the four basic camera shots for a news broadcast. Determine each camera shot of a news broadcast. Analyze the benefits of using each specific shot. Evaluate the formatting, camera shots, and word usage in a sample television script. Create an original television script on a slug sheet that successfully incorporates production jargon. Recognize the specific conditions needed for a successful

speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.

camera shot.

Creating a storyline for a broadcast program—on both television and the Internet—requires including a beginning, middle, and ending, and the elements of dramatic unity (climax, cause, effect, and conclusion), just as in other storytelling formats.

Evaluate strong and weak camera shots and determine which elements of color, sound, lighting, and background are successful and why.

Assess the storyline for a broadcast program and identify the clear beginning, middle, end, and elements of dramatic unity.

Broadcasting is a multiplatform environment that includes studio anchoring, on-location reporting, and cutaways to video feed.

Write an original storyline for broadcast that successfully incorporates a beginning, middle, end, climax, cause, effect, and conclusion.

Research various examples of broadcasting video clips and assess the usage of studio anchors, on-location reporters, and cutaways.

Reflect upon a clip of a broadcast that utilized at least one element unsuccessfully, and explain how it could have been improved.

KEY TERMS:
Four Cs (color, correctness, clarity, and conciseness), two Is (immediacy and impact), dramatic unity (climax, cause, effect, and conclusion), word count, 5 Ws and 1H, rule of thirds, package stories, visuals, conflicting viewpoints, anchor, live reporter, experts, witnesses, open-ended questions, reaction shots, cutaways, B-roll shots, room tone, "nat" sounds, storyline, shelf life, shot formats (reader, package, voice over, sound on tape), "Big Three," slug sheet

ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an original broadcast news program.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will view a news broadcast and reflect on the formatting of the stories, the types of shots used, and the overall structure of the program including commercial breaks.
- Students will view selected photos and videos and take specific notes in order to analyze how the presentation of professional female journalists is changing over time, including style of dress, hair and make-up, and in terms of camera angles and set design and direction.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit V: Broadcast Journalism

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Broadcast Journalism ● Television broadcast ● Women in broadcasting ● Broadcast writing ● Camera shots ● Broadcast storylines ● Television versus online news broadcasting	Broadcast Journalism: Bias in Tone *http://www.pbs.org/newshour/episode/pbs-newshour-full-episode-aug-1-2015/* Women in Broadcast News: Reporters and Sources in Hard Hitting News *http://www.elon.edu/docs/e-web/academics/communications/research/vol4no1/04irvinejspring13.pdf* SVN Media - Camera shots and angles: *http://svntvskills.com/skillsmodules/2013-12-01-01-35-28/camera-shots-and-angles.html*

Journalism II

UNIT VI: Photography and Photojournalism

TRANSFER: Students will be able to tell a story through images.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). **W.11-12.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.	The publication and alteration of photos and videos is not tightly regulated by the industry, which allows for numerous interpretations of acceptable ethics in the usage of visuals for publication.	• Should ethics change based on genre? Why or why not?
	Because news outlets freely manipulate photographic images—including altering the background, cropping, or lighting—one photograph can tell many different stories.	• How can a photograph be framed in order to create a slant or bias for the audience?
	Manipulation goes beyond the photo itself into the caption, guiding viewers and readers in their understanding of the events taking place in the picture.	• How does a photo's caption influence the viewer's interpretation of it?
	News outlets' manipulation of photos plays a big role in readers' current distrust of the accuracy and truthfulness of the presentation of news.	• How do people know that what they are viewing is real?
	The proper balance between text and photos in a photojournalism package varies depending on how well the photos alone are able to tell the complete story.	• Do words or images play a more important role in photojournalism? Why?

	KNOWLEDGE	**SKILLS**
W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), 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 in response to ongoing feedback, including new arguments or information. **RI.11-12.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI.11-12.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **SL.11-12.1**: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety	**Students will know:** It is necessary for photojournalists to maintain a physical and emotional distance between themselves and their subjects so they can report the news without becoming a part of it. Complete news stories can be told using only photography and captions. The best photos elicit a strong emotional response from readers by expertly employing the photographic elements that guide the viewer's eye—such as the rule of thirds, color, light, and focus—and capturing the essence of a news event by freezing the action at its most decisive moment. Loose ethics in photojournalism can lead to tampering with photos, which can affect a celebrity's career or an individual's life.	**Students will be able to:** Discuss how a journalist must frame shots for specific situations, which can be life threatening for the photographer or his/her subject(s). Analyze strong samples of photojournalism. Capture photographs that help to tell a story on an assigned topic. Create captions for assigned photos in order to tell a complete story. Compare and contrast inferior photographs to photographs that have won the Pulitzer Prize. Evaluate the differences in the photos, focusing on rule of thirds, color and light, and focus. Reflect on what the good photographs could have done differently in order to be more Pulitzer Prize worthy. Assess photos pre- and post-alteration to determine what specific changes were made and suggest possible reasons behind the changes. Examine the impact that altering a picture can have on both the individual and the public.

of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.11-12.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.	American photojournalism began with the advent of Civil War photography in the mid-nineteenth century, had its golden age during the mid-twentieth century, and persists as an important news format to this day despite its dangers. **KEY TERMS:** Photojournalism, digital camera, flash, bag, background, foreground, cropping, lighting, focus, Photoshopping, caption writing, documentary, social photography, street photography, celebrity photography, paparazzi, Instagram, Snapchat, impartial, copywriting, Creative Commons guidelines	Capture a photograph and edit it to have two versions that send different messages. Research the history of photojournalism in America. Gather and analyze photographs during war time throughout history. Locate photographers who pioneered the genre, and what specific accomplishments were made.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Capturing a series of photographs that tell a complete story.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will receive a series of images, sequence the images, and create captions for them in order to tell an original story.
- Students will assess good photographs and Pulitzer Prize-winning photographs, and evaluate them using a graphic organizer that focuses on the rule of thirds, color, light, and focus in order to determine what makes one stronger than the other.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit VI: Photography and Photojournalism

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Photography and Photojournalism ● Storytelling through photography ● Photographic techniques ● Renowned photojournalists ● History of photojournalism ● Manipulation and abuse of images in the media ● Ethics and photography ● Photojournalism packages ● War photography ● Writing a cutline/caption(s)	Photojournalism Websites: http://all-that-is-interesting.com/kevin-carter http://www.cnn.com/2013/09/01/world/gallery/iconic-images/ Library of Congress Reading and Photography Room: Women in Photojournalism 1800-2000. http://www.loc.gov/rr/print/coll/596_womphotoj.html Guest Speaker: Photography teacher

TRANSFER: Students will be able to apply their journalistic skills to pitch and produce a story for a real-world publication.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI.11-12.2:** Determine two or more 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 provide a complex analysis; provide an objective summary of the text. **RI.11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RI.11-12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. **RI.11-12.7:** Integrate and evaluate	Story topics can go in a variety of directions based on the reporter's point of view, ideology, and the publication's needs, so reporters can angle the pitch in a variety of ways in order to satisfy both themselves and the publication.	• Why is there more than one correct angle for pitching a story?
	The writing and editing process is circular, and the editor, writer, and advertiser must work together and accept feedback to make changes that will lead to the strongest possible article.	• Who should have final say in the editing process: the editor, the writer, or the advertiser? Why?
	Whether or not a story is worthwhile is a matter of opinion: the journalist may feel strongly about it, but it must also meet the current needs of the publication.	• How does a journalist know whether a story idea is worthwhile to pitch?
	Due to increasing competition for fewer writing opportunities, in order to survive financially in today's market, the freelancer must be able to outpitch, outwrite, and outsmart the competition.	• Is it still sensible to try to make a living as a freelancer? Why?
	When freelancers sell stories, publishers often require them to relinquish all rights to its republication, thus losing out on potential additional .	• Who should possess legal control over a freelance article? Why?

	KNOWLEDGE	**SKILLS**
multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		
W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **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. **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), 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 in response to ongoing feedback, including new arguments or information. **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**Students will know:** The roles of a writer and editor in the newsroom differ yet rely heavily on each other. Successfully pitching a story to a publication is a complex, thoughtful process that requires the writer to know the story well and be passionate about it, while also knowing the publication well. The competitive job market constricts writers to accept positions that are part-time or freelance work. Search engines are a useful tool to assist a journalist to research story trends and statistics. The e-mail communication between writer and publication can be just as important as the pitch itself as it is the first impression the publication will have of the writer.	**Students will be able to:** Analyze the symbiotic relationship between the writer and the editor. Develop a topic for a story. Create two story pitches for the same story, targeted toward two different publications. Reflect on the similarities and differences in the story pitches based on the publications. Edit their pitches before emailing it to an editor. Investigate popular part-time or freelance journalistic positions. Analyze story trends while utilizing tables and graphs in Excel throughout a specific time frame. Identify current popular story trends and assess why they may receive wide public interest. Identify and describe proper professional e-mail etiquette. Create a pitch for a specific publication in an e-mail.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	**KEY TERMS:** Pitch, intellectual property, angle, freelance, byline, market analysis, publication, ideology, circular process, etiquette, symbiotic relationship, story trends, contract negotiation, copyright	Employ proper etiquette when a response to the pitch is not received within a reasonable amount of time, and/or when a response is received.
SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
(T) 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.		

(T) 8.1.12.D.3: Compare and contrast policies on filtering and censorship both locally and globally. **(T) 8.1.12.D.5**: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Developing an original story idea, pitching it for publication, and creating the story complete with captioned images.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will read and annotate sample pitches and assess how successful they were and why.
- Students will write an appropriate e-mail pitch to an editor using proper etiquette.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit VII: From Pitching to Publication

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	From Pitching to Publication ● Job market trends ● Story creation and development ● Story trends ● Pitching a story ● E-mail etiquette ● Oral story pitches and idea sessions	Careers in Journalism: _http://www.journalismjobs.com/job-listings_ 6 questions journalists should be able to answer before pitching a story: _http://www.poynter.org/2012/6-questions-journalists-should-be-able-to-answer-before-pitching-a-story/185746/_ Google Trends: _https://www.google.com/trends/_

UNIT VIII: Electronic Journalism: Writing for the Digital World

TRANSFER: Students will be able to create their own online presence for the workplace.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.2: Write informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W.11-12.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). **W.11-12.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.	The relatively loose standards for posting news online presents a distinct challenge for journalists, who must constantly make ethical choices between breaking news first or posting later in order to be more accurate and thorough.	• Is it more challenging to write and produce news copy for an online publication than it is for print? Why?
	Digital media has paved the way for the accessibility of breaking news on a real-time basis, but this can also lead to distracting or even dangerous degrees of consumer involvement.	• Has digital publishing led to a positive change in the way consumers engage with news and the media? Why?
	With the use of banner ads, viral marketing, data mining, and "clickbait," online advertisers and marketers take advantage of online journalism to create revenue and gather information on consumer buying habits.	• Should advertisers be held to a higher ethical standard than they currently are? Why?
	While some political and social blogs have become prevalent and reputable sources of news information, readers do not always know how well vetted their reporters are, nor should readers blindly trust the accuracy of their reports.	• How do blogs help and harm journalism?

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. **W.11-12.5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), 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 in response to ongoing feedback, including new arguments or information. **RI.11-12.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **SL.11-12.1**: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L.11-12.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Whether or not each posted article becomes a permanent record is debatable, since online articles are continually updated, yet prior versions are never completely erased from the web.	• How permanent is the footprint of digital publication?
	The high level of consumer interactivity that is achieved through online publishing of content and use of hyperlinks allows a journalist to produce the strongest and most interactive piece possible, but also cedes control to consumers who sometimes commandeer a story with their own commentary.	• Does an increased ability for reader interactivity help or hurt online journalism? Why?
	KNOWLEDGE	**SKILLS**
	Students will know: To maximize a journalist's marketability in the field, he or she must create an electronically published article and career portfolio. The Internet presents unique challenges (readers are less likely to read a story in its entirety) and benefits (hyperlinks can take readers to related websites) to reporting news.	**Students will be able to:** Identify materials necessary for an online portfolio, including an "about me" page, original clips (feature, profile, sports article, review, etc.), a resume, and contact information. Create and post an online reporting portfolio. Write a story that has the 5Ws and 1H in the first paragraph, is short-form, and has eye-catching graphics. Read and analyze an online article that uses hyperlinks and reflect on why those hyperlinks were beneficial to the story as a whole. Tailor reporting, writing, editing, and layout and design skills specifically for an online medium.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(T) 8.1.12.D.1**: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **(T) 8.1.12.D.2**: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. **(T) 8.1.12.D.3**: Compare and contrast policies on filtering and censorship both locally and globally. **(T) 8.1.12.D.5**: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. **(21CLC) 9.3.12.AR-JB.2**: Demonstrate writing processes used in journalism and broadcasting.	Writing for digital media entails faster publication of news, and requires journalists to report, write, and edit in a speedier manner than is required for print. The speed with which articles must be posted online in order to stay competitive can lead to a writer not thoroughly researching a topic and an online publisher's failure to fact-check copy or get copyright approval for photos. Journalists must be cognizant of the fact that online readership generally differs from a print readership in age, attention span, and interests. It is the responsibility of online journalists to know what public searches are available to them for research, such as LexisNexis, criminal records, and other databases.	Interview an online reporter and assess the skills necessary to be successful and the timeline the reporter must follow. Create a story for an online publication based on the online reporter's presentation on what constitutes the necessary elements, skills, and timeline for this genre. Discuss the legal and ethical issues that are unique to the online environment. Reflect upon the real-world challenges of online journalism. Identify and discuss how the role of an online journalist differs from that of a print journalist. Debate the pros and cons of online journalism. Analyze the factors influencing the development of online journalism, including multi-platform news delivery. Identify and describe the available databases for online journalists, focusing on the areas of strength for each. Conduct research online using the most comprehensive and reliable sources and databases available. Review case studies of online articles and/or media outlets that have been compromised by hacking, government interference, and other digital threats.

Journalists must protect the privacy of subjects who wish to remain anonymous, including giving away personal identifiers that could put them at risk.	Read and annotate articles that protect the privacy of a subject. Reflect on how the journalist wrote a clear and complete article without giving away the identity of the subject.
Due to the ease of copying and moving photos from another publisher's document into one's own, many online journalists fail to give copyright credit to photographers, and run the risk of being sued for copyright infringement. **KEY TERMS:** Electronic/digital publishing, media content, multimedia, bloggers, vlog (video blog), banner ads, clickbait, curiosity gap, data mining, viral marketing, privacy guidelines, multiplatform news delivery, career portfolio, breaking news, real time news, digital footprint, interactivity, hyperlinks, copyright infringement, fact-checking, databases	Research a photo to use for an article and provide copyright credit appropriately.

ASSESSMENT EVIDENCE: Students will show their learning by:
- Creating an online portfolio that includes sample articles written earlier in the year and reformatted for online use, as well as a resume suitable for job-hunting in the field.
- Reflecting on the similarities and differences of producing material for an online news source and a print one.

KEY LEARNING EVENTS AND INSTRUCTION:
- Students will use a graphic organizer to compare and contrast the challenges of online news reporting versus print media.
- Students will research Internet privacy and copyrighting laws in order to determine how their own habits online may be subject to third party interference.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism II
Unit VIII: Electronic Journalism: Writing for the Digital World

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Electronic Journalism: Writing for the Digital World • Writing for online media • History of online/digital media • Online industry jargon • Using hyperlinks • Data mining and consumer privacy • Copyrighting laws • Ethics in online journalism	Top 50 blogs by journalists: *https://www.journalism.co.uk/news/50-blogs-by-journalists-for-journalists/s2/a551846/* Guest speaker: Online reporter The Drudge Report: *www.drudgereport.com*

APPENDIX A

Benchmark – Broadcast Journalism

Assignment: For this, you will be creating a video of a broadcast news report with your assigned group. You are to create a fictional newscast, presenting "news" as if you were professional broadcast journalists.

Requirements:
Your newscast should include the following elements:
- TV Station Name.
- Theme music for the newscast.
- At least two main news stories, one national, one local, reported by the anchor as "reader" type stories. You must have one "talking head" cutaway to an "expert." These broadcast stories are based on real news stories that you've found in a current article an online news site. You will rewrite these stories according to the criteria on the "Writing for Broadcast" PowerPoint that you viewed in this class. A copy of the PowerPoint is available on Blackboard. You must also complete a separate, typed "Slug Sheet" to write your script for each article based on the specs you receive in class. These scripts must be provided with your videos as the written component of your benchmark. News stories should be 20 to 30 seconds long each.
- At least one humorous, lifestyle story. Again, these are based on real stories with a humorous bent that you find from an online news site. You will rewrite these stories according to the broadcast writing "Funny Stories" PowerPoint that you viewed in this class. A copy of the PowerPoint is available on Blackboard. 20 to 30 seconds long each.
- At least one "package sequence" by a news reporter. This must be done on location at a "live event" and contain at least one interview with an eyewitness. 20 to 30 seconds.
- A commercial or PSA. 20 to 30 seconds long.
- End Credits.
- Length: 2:30 – 5:00 minutes.
- Must be G-Rated and school-appropriate.
- Must be as professional as possible in presentation.
- You will need to stage "interviews" and/or "live events" that you can incorporate into your newscast.
- You will also need to create any costumes, props, or backgrounds you'll need for your newscast.
- Must address the following basic video techniques we learned in class: Rule of thirds, choice of shots, lighting, backdrop, "nat" sound," and correct color choices for clothing (for anchor/s).

Roles:
Each group member will need to decide which role(s) they will be performing. Each group member will probably need to cover more than one role.
- Anchor
- Live Reporter
- Eye Witness
- Experts
- Etc.

Camera Use

You may use your own iPhone, a school iPad, or your own camera to record your video. If you use your own camera, be sure you have a USB cord to upload your videos onto a computer for editing.

Editing

You may edit your video using iMovie or another type of video editing software, but this is not a requirement.

Submission

You will need to upload your final project and submit your completed slug sheets to Blackboard by the due date in order to receive full credit.

Broadcast News Report--Rubric

Requirements

1. TV Station Name   _____/5

(Full credit for a wholly creative and/or realistic station name; partial credit for a station name that is somewhat creative and/or realistic; no credit for a missing name.)

2. Theme music for the newscast.   _____/10
(Full credit for theme music that is fully appropriate for a newscast; partial credit for theme music that is somewhat appropriate; no credit for missing theme music.)

3. At least two main news stories (anchor/s deliver)   _____/30
(Full credit for two professionally written and presented news stories on a current event; partial credit for fewer than two of the above; no credit for missing news stories.)

4. A package sequence (reporter/eyewitness)   _____/10
(Full credit for a package sequence containing a well written and produced reporter's intro, on site reporting, and an eyewitness interview; partial credit for any missing or unprofessional package elements; no credit for a missing package sequence.)

5. A commercial or PSA   _____/10
(Full credit for a wholly creative and professional PSA; partial credit for a somewhat creative and professional PSA; no credit for a missing PSA.)

6. End Credits   _____/5
(Full credit for complete and graphically professional end credits; partial credit for incomplete or graphically unprofessional end credits; no credit for missing end credits.)

7. Length: 2:30 – 5:00 minutes.   _____/10
(Full credit for the appropriate time length; partial credit for exceeding or falling short of the appropriate time length.)

8. Quality of Newscast   _____/10
(Full credit for a professionally written and produced newscast; partial credit for a newscast somewhat or completely lacking in either of the above; no credit for an unprofessionally written and/or produced newscast.)

9. Professionalism   _____/10
(Full credit for overall professionalism of all group members; partial credit if some members act professionally; no credit if no group members act professionally.)

10. Written script (use criteria you received in class)   _____/50

(Full credit for a newscast script that completely follows the specs of the sample and intro PowerPoint you received in class; partial credit for a newscast script that somewhat follows the sample and PowerPoint; no credit for a newscast script that does not follow the sample and PowerPoint.)

TOTAL   **_____/150**
Note:

*Copies of all PowerPoints and slug sheets for this unit are available on Blackboard.

*Projects must be submitted/uploaded by June 8th, so that we may view them as a class.

*Don't forget, your MP4 Benchmark is worth 20 percent of your fourth marking period grade.

Good luck!

Project Schedule (sample)

Monday, May 23	Intro/Writing for Broadcast
Wednesday, May 25	Intro/Filming for Broadcast
Select stories/plan broadcast (stories/props/backdrop/etc.) /write scripts on slug sheets (start)	
Thursday, May 26	Select stories/plan broadcast (stories/props/backdrop/etc.) write script on slug sheets (end)
Wednesday, June 1	Completed scripts (typed, on slug sheets) due at beginning of class for full homework credit.
Friday, June 3	Filming and editing (start)
Wednesday, June 8	Filming and editing (end). Upload finished videos and scripts to Blackboard.
Tuesday, June 14	Presentations Day 1
Wednesday June 15	Presentations Day 2
Friday, June 17	Presentations Day 3
Monday, June 20	Makeup presentations only