

Randolph Township Schools
Randolph High School

Journalism I

“Journalism is the first rough draft of history.”

—Philip L. Graham

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Randolph Township Schools
Department of Humanities
Journalism I

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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 I

Introduction

Journalism I is the first year of the two-year journalism program. It provides a general introduction to the field of journalism and helps students acquire basic journalism skills. This class focuses on the process of newsgathering and writing in four core forms of journalism—news, sports, features, and editorials—suitable for both print and online publications.

Units of study include the ABCs of Reporting, Understanding Bias and Angle, The High School Newsroom, Media Law and Ethics, and Online Reporting. Students also learn effective interviewing and reporting techniques, how to proofread and edit accurately, and the art of collaboration and peer review.

This course also explores general topics and issues related to the field, including responsible reporting, First Amendment rights, the history of American journalism, newsroom structure, citizenship reporting, and other modern-day trends. Students will be able and encouraged to submit articles to *Ram-Page*, the school newspaper. This course will not only introduce students to these components of journalism, but also provide them with knowledge and skills that will have a real-life application beyond the classroom.

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

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Journalism I

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
6 weeks	I	The ABCs of Reporting
3 weeks	II	Writing Across the Discipline
5 weeks	III	The History of Journalism in America
4 weeks	IV	Understanding News: Bias and Angle
5 weeks	V	The High School Newsroom
4 weeks	VI	Media Law and Ethics
4 weeks	VII	Online Reporting
5 weeks	VIII	Public Relations and Marketing

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT I: The ABCs of Reporting

TRANSFER: Students will be able to conduct research, analyze current events, and produce a piece of writing that conforms to journalistic standards.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p>	<p>Reporters must understand the basic elements of what constitutes newsworthiness including timeliness, conflict, emotional impact, proximity, novelty, and prominence.</p>	<ul style="list-style-type: none"> • What is news?
<p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>The basic tenets of journalism, including the ABCs of journalism (accuracy, brevity, clarity) and the 5Ws, 1H approach to writing (who, what, when, where, why, how), impact the readers' understanding of current events and guide reporters in their writing of news.</p>	<ul style="list-style-type: none"> • How do key elements of journalism affect our reading of the news?
<p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p>	<p>Reporters write their stories based on four components (news lead, engine paragraph, body, and conclusion) in order to best facilitate the reader's understanding of a current event.</p>	<ul style="list-style-type: none"> • How does the organization of an article impact writers and readers?
<p>W.9-10.8: 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 (MLA or APA Style Manuals).</p>	<p>Reporters must be adept at all aspects of the reporting process, as they may overlap: finding stories, doing background research, writing interview questions, conducting interviews, taking notes, attributing quotes,</p>	<ul style="list-style-type: none"> • Why is the reporting process more circular than linear? • What skills are required to be a good reporter?

<p>W.9-10.9: Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>	<p>following up, and working with an editor to create balanced and truthful articles.</p>	
<p>RI.9-10.2: Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<p>The definition of being a successful reporter varies depending on the type of publication—tabloid versus broadsheet, for example—and intended audience.</p>	<ul style="list-style-type: none"> • Why are there different definitions of successful reporting?
<p>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).</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2: 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.</p> <p>SL.9-10.6: SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students will know:</p> <p>Using the 5Ws, 1H approach to journalism is a successful way to create a news lead.</p> <p>The basic tenets of journalism include the ABCs of reporting.</p> <p>The basic four-part structure of a news article provides necessary organization for the writer and reader.</p> <p>An inverted pyramid structure ensures that the most important information in a news story is in the lead and that it becomes progressively less important as the story unfolds.</p> <p>News gathering and reporting is a non-linear, circular process.</p>	<p>Students will be able to:</p> <p>Create a clear and concise opening paragraph (“news lead”).</p> <p>Analyze news articles that successfully incorporate the ABCs.</p> <p>Produce a clear and concise news story that includes the four components of story structure.</p> <p>Research a topic and organize information from most important to least important.</p> <p>Gather information for a news story and follow all of the necessary steps, including interviewing a classmate, writing the story, following up with the classmate to make any necessary edits, and submitting the story for publication in <i>Ram-Page</i> or on a local news site.</p>

<p>(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.</p>	<p>KEY TERMS: Headline, lead, engine/nut graph, body, conclusion, accuracy, brevity, clarity, news, attribution, story, fair, accurate, balanced, ABCs of journalism, 5Ws and 1H, full disclosure, breaking news, catastrophe coverage, timeliness, conflict, emotional impact, proximity, novelty, prominence</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Writing reflective journals on the tenets of journalism. ● Creating a clear and concise story that successfully incorporates the following techniques: 5Ws and 1H, ABCs, four-part structure, and inverted pyramid. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Read and annotate news articles to determine how successfully they incorporate the key elements of journalistic writing. ● Evaluate the organization of an article and assess the top-to-bottom flow of information; label the elements; create an article that follows the format. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit I: The ABCs of Reporting

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<p>The ABCs of Reporting</p> <ul style="list-style-type: none">● News story structural techniques● Basic tenets of journalism● Self-reflection● Current events	<p><i>Newseum.org</i></p> <p><i>Americanpressinstitute.org</i></p> <p><i>Highered.mheducation.com (Inside Reporting)</i></p> <p><i>Pulitzercenter.org</i></p> <p><i>hsj.org</i> and <i>poynter.org</i> activities</p> <p><i>Time Magazine's 9/11 coverage:</i> <i>http://www.time.com/time/covers/1101020909/index.html</i></p> <p>Profile of Bill Biggart, journalist killed taking photos at Ground Zero on 9/11: <i>https://www.youtube.com/watch?v=g81GShWsx78</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

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UNIT II: Writing Across the Discipline

TRANSFER: Using knowledge of journalistic disciplines, students will be able to tailor their writing to suit the specific genre for which they are writing.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p> <p>W.9-10.8: 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 (MLA or APA Style Manuals).</p>	<p>Sports writers must not show partisanship for the sport and know the elements of a great sports story, which include the use of active verbs, the absence of clichés, and an interpretation of a sporting event, not just a play-by-play reporting of it.</p>	<ul style="list-style-type: none"> • How can a sports writer create a balanced story about a sporting event? • What makes a great sports story?
	<p>Feature writing may be the most creative form of journalism because it encourages the use of literary devices as well as plot, characterization, and other elements of storytelling because they help paint a complete picture for the reader of the subject or topic.</p>	<ul style="list-style-type: none"> • Why should features incorporate more creative elements than news stories?
	<p>The editorial pages are the one section in which news organizations and columnists are encouraged to convey their opinion on a news topic.</p>	<ul style="list-style-type: none"> • Why should editorials be separate from other sections in a news source?
	<p>A profile is an in-depth article on a notable person that addresses not only what makes him/her newsworthy but also his/her personal side in a creative and compelling way.</p>	<ul style="list-style-type: none"> • What makes a profile strong?

<p>W.9-10.9: Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text..</p> <p>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).</p> <p>RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p>	<p>Students will know:</p> <p>Commonly used sports clichés and the importance of original phrasing.</p> <p>Objectivity in sports writing means being neutral in the coverage of a sporting event.</p> <p>Feature stories incorporate elements of storytelling such as characterization and plot (as opposed to the pyramid structure).</p> <p>Editorial writing utilizes the “we” voice to express the opinion of a news organization as well as the opposing view.</p> <p>Profiles focus on noteworthy individuals and highlight their contributions to society as well as personal triumphs and tribulations.</p> <p>KEY TERMS:</p> <p>Features, profiles, editorials, characterization, plot, editorial “we” voice, soft news, “evergreen,” cliché, sports slang, column, subjective and objective writing, point-counterpoint</p>	<p>Students will be able to:</p> <p>Identify commonly used sports clichés.</p> <p>Create original phrasing in place of clichés.</p> <p>Craft a sports piece that demonstrates objectivity.</p> <p>Write a quality feature story that successfully implements the proper stylistic and content elements.</p> <p>Analyze and generate an editorial that expresses opinion and uses a point-counterpoint technique.</p> <p>Create two separate columns arguing both sides of an editorial worthy topic.</p> <p>Select and interview a subject and write a publishable profile on a noteworthy member of the Randolph High School or local community.</p>

<p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2: 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.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Selecting a topic that suits one of the disciplines (sports, feature, profile, editorial) and writing a fully realized piece that is suitable for publication in <i>Ram-Page</i>. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will read and annotate selected professional samples in each genre in order to understand the difference between creating a superior piece and a mediocre one. ● Full-class discussions on the structure of different pieces of writing. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit II: Writing Across the Discipline

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Writing Across the Discipline <ul style="list-style-type: none">● Writing sports stories● Writing feature stories● Writing profile stories● Writing for the editorial page● Opinion versus news writing● Current events	Editorial archives for <i>The New York Times</i> : topics.nytimes.com/top/opinion/editorialsandoped/editorials/index.html Roundup of great feature articles: theatlantic.com/entertainment/archive/2011/05/nearly-100-fantastic-pieces-of-journalism/238230/ sportsjournalism.org/site-archive/

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT III: The History of Journalism in America

TRANSFER: Students will be able to analyze key historical events and their impact on modern day journalism.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p> <p>W.9-10.8: 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 (MLA or APA Style Manuals).</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Freedom of the press impacts other Constitutional freedoms, benefits reporters and civilians alike, and is essential for the dissemination of information.	<ul style="list-style-type: none"> • What would be the impact on society if freedom of the press did not exist?
	The introduction of the newspaper provided the American people with a more convenient and accessible way of learning about current events.	<ul style="list-style-type: none"> • How has the introduction of the newspaper impacted American culture?
	The history of newspapers allows us to reflect on societal trends in the sharing of news and other information.	<ul style="list-style-type: none"> • Why is it important to study the history of news delivery? • How do changes in news delivery reflect societal changes?
	Throughout history, journalists have taken risks that have impacted future journalists and consumers of news.	<ul style="list-style-type: none"> • Why do journalists take risks?
	<p style="text-align: center;">KNOWLEDGE</p>	<p style="text-align: center;">SKILLS</p>
	<p>Students will know:</p> <p>The contents and significance of the First Amendment</p>	<p>Students will be able to:</p> <p>Identify and explain how freedom of the press is one the five</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global 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., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>and how it applies to the professional press and high school journalists.</p> <p>A basic timeline of American journalism and how its history connects and builds upon itself—for example, how America’s first newspaper, <i>Publick Occurrences</i>, founded in 1690, led to the creation of the <i>Boston News-Letter</i> in 1704.</p> <p>The contributions that significant journalists have made globally throughout history from Nelly Bly (a late-nineteenth century pioneer in investigative journalism) to Julian Assange (started <i>Wikileaks</i> in 2006).</p> <p>How standards of journalistic writing have changed throughout America’s history; for example, standards loosened with the advent of tabloid journalism with New York’s <i>Daily News</i> in 1919.</p> <p>KEY TERMS: First Amendment, freedom of the press, Constitution, American Revolution, Linotype and letterpress printing, Golden Age of journalism, muckrakers, yellow journalism, tabloids, television, Watergate, mercantile papers, penny papers, photojournalism, Internet, <i>Publick Occurrences</i>, telegraph</p>	<p>basic freedoms guaranteed by the First Amendment to the U.S. Constitution (in addition to religion, speech, assembly, and petition).</p> <p>Create a timeline of American journalism and analyze how prior events impact later events.</p> <p>Research past journalists and analyze the impact they have had on society.</p> <p>Compare and contrast the styles of journalistic writing over the course of America’s history and how they reflect society.</p>
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<p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(SS) 6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>(SS) 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>(SS) 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>(21CLC) 9.3.12.AR-JB.2: Demonstrate</p>		
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writing processes used in journalism and broadcasting.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a timeline of American journalism. • Researching a significant journalist in the history of American journalism and producing a clear and coherent research paper on that topic. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will role-play a significant journalist from history and do a presentation on that journalist’s background and writing. • Compare and contrast the styles of journalistic writing—including word use, formality, and levels of accuracy—over the course of America’s history and how they reflect society. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism I
Unit III: The History of Journalism in America

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	The History of Journalism in America <ul style="list-style-type: none">● First Amendment● Tabloid journalism● Societal influence● Advances in technology	History of Journalism museum exhibit: <i>newseum.org</i> First Amendment Center: <i>firstamendmentcenter.org/tag/high-school-newspaper; 1forall.us/teach-the-first-amendment/</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

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UNIT IV: Understanding News: Bias and Angle

TRANSFER: Students will be able to evaluate and reduce biases in their writing.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p>	<p>Though news corporations are meant to be objective, there is always bias involved, whether knowingly or not, in how news is delivered because of societal and other influences on human beings.</p>	<ul style="list-style-type: none"> • Why is bias unavoidable in news?
<p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Bias can be positive because it helps journalists construct an understandable narrative for the reader by enabling them to weed out information that detracts from the story line.</p>	<ul style="list-style-type: none"> • Can bias ever be good in a news story?
<p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p>	<p>It is important to readers that news be objective because reading the “whole” story, both point and counterpoint, enables them to have a clear understanding of the issue at hand so that they can form an educated opinion on the topic.</p>	<ul style="list-style-type: none"> • Why is it important to readers that news be objective?
<p>W.9-10.8: 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 (MLA or APA Style Manuals).</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>The information that the journalist chooses to include in a story reveals bias because the journalist may also be excluding information that would balance the story but potentially detract from his or her narrative angle.</p>	<ul style="list-style-type: none"> • How is the journalist's selection of information biased?

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Bias is a slanted presentation of information meant to satisfy the predominant view of a publication's readership in order to maintain or increase circulation and advertising sales.</p> <p>A news angle is the way writers slant their pieces to meet their objective.</p> <p>The news angle is the most important aspect of the news story because it focuses the narrative and displays a reporter's understanding of his/her audience.</p> <p>Communications firms often feed stories to news outlets and may influence a reporter's level of bias.</p> <p>KEY TERMS:</p> <p>Bias, angle, spin, objectivity, spin control, readership, target audience, communications firms, subjectivity, censorship, prejudice, sexism, slant</p>	<p>Students will be able to:</p> <p>Identify the bias in an article.</p> <p>Explore coverage of the same news story by different news organizations that appeal to a variety of readerships to evaluate evidence of bias.</p> <p>Identify a writer's news angle.</p> <p>Evaluate the reporter's and news organization's "spin" in an article and its headline in order to identify the probable demographic of the readership.</p> <p>Collaborate with peers to write the same news story from different angles in order to address various readerships.</p> <p>Reangle an existing news story in order to satisfy a specific readership.</p>

<p>orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing the same news story from different angles to satisfy various readerships. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Working in small groups, students will be assigned specific angles to use in order to rewrite the same basic news story for various readerships. Groups will read, assess, and reflect on each other’s stories and then present their results and findings to the class. • Students will evaluate a variety of news sources—including word choice, narrative focus, and headline—to determine the degree of bias and probable editorial reasoning behind it. • Working in small groups, students will receive a various articles from two different news sources. Students must read each of the articles and create two piles to identify which articles would appear in the same news source, and students must explain their reasoning for their piles and address a potential target audience for each. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit IV: Understanding News: Bias and Angle

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Understanding News: Bias and Angle <ul style="list-style-type: none">● Biases● Societal influences● Relationship between reporter/news organization and readership	American Journalism Review: <i>http://ajr.org/2015/04/28/how-the-media-covered-baltimore-riots/</i> Columbia Journalism Review: <i>http://www.cjr.org/behind_the_news/bias_study_falls_437_percent_s.php</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT V: The High School Newsroom

TRANSFER: Students will be able to identify and analyze the hierarchy of a workplace, especially as it applies to a publishing environment.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p> <p>W.9-10.8: 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 (MLA or APA Style Manuals).</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Newsgathering is a complex step-by-step process that involves the reporter as well as a hierarchy of publishing professionals who perform various functions to ensure the highest possible level of accuracy.</p>	<ul style="list-style-type: none"> • Why is the process of newsgathering so complex?
	<p>The structure of a newsroom is designed as a series of checkpoints in order to ensure that copy is published free of factual errors and falsehoods.</p>	<ul style="list-style-type: none"> • How does the structure of a newsroom enhance reporters' abilities to do their job?
	<p>The newsroom has its own distinct jargon that is necessary for the successful functioning of this unique environment.</p>	<ul style="list-style-type: none"> • How does "journalism speak" reflect the culture of the newsroom?
	<p>All newsrooms, including those at high schools, must adapt in response to their publishing environment, staff, readership, and available resources in order to be relevant and successful.</p>	<ul style="list-style-type: none"> • Why is the high school newsroom different from the professional newsroom?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the</p>	<p>Students will know:</p> <p>Commonly used jargon and its function in the newsroom.</p> <p>Every person in a newsroom has a unique role in the newsgathering and editing process designed to streamline the publishing operation.</p> <p>In order to successfully produce an article for the high school newspaper, students must take into consideration the publishing environment and available resources.</p> <p>A news, sports, or feature story must meet all of the specifications of an editor and/or publisher in order to make it acceptable for publication.</p> <p>To create deadline-driven stories, reporters rely on an ensemble of tools of the trade that range from being accurate in their writing and using proper story structure to working with editors and other newsroom staffers as needed through the final production of their articles.</p> <p>KEY TERMS:</p> <p>Newsroom, byline, dateline, lead, quote, attribution, flag, edition, infographic, deck, text, jump or jumpline, cutline, teaser, wire story, mugshot, art, centerpiece, index, kill, copy, deadline, off the record, logo</p>	<p>Students will be able to:</p> <p>Identify, explain, and utilize newsroom jargon.</p> <p>Identify and explain the roles and responsibilities of staff in a newsroom.</p> <p>Observe and analyze the <i>Ram-Page</i> editorial process.</p> <p>Produce an appropriate news, sports, or feature story and submit it for publication in <i>Ram-Page</i>.</p> <p>Identify the tools necessary to complete deadline-driven stories under the structure of a newsroom.</p>
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<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Analyzing the functions of the <i>Ram-Page</i> newsroom by attending an editing session and completing a written assignment as a follow-up based on their findings. Submitting a completed article for <i>Ram-Page</i> then analyzing and reflecting on the changes <i>Ram-Page</i> staff made to their copy in order to publish it. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Work as a group to identify and assess the roles and responsibilities of staff in a newsroom. Create a mock mini-newsroom, using the proper newsroom jargon and following the correct procedure to see copy from the initial writing stage through final publication. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit V: The High School Newsroom

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<p>The High School Newsroom</p> <ul style="list-style-type: none">● Collaboration and hierarchy● Editorial process● Article production	<p>View and critique “All the President’s Men” <i>http://www.imdb.com/title/tt0074119/</i></p> <p>NYTimes blog on rights and responsibilities: <i>http://learning.blogs.nytimes.com/2011/08/22/student-journalism-a-guide-to-rights-and-responsibilities/?_r=0</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT VI: Media Law and Ethics

TRANSFER: Students will be able to identify and analyze current ethical issues in journalism and be able to apply this knowledge to the ethics of other professions.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p> <p>W.9-10.8: 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 (MLA or APA Style Manuals).</p>	<p>A code of ethics helps reporters to maintain fairness, accuracy, and honesty in reporting, while simultaneously avoiding the "7 Deadly Sins" of ethical reporting.</p>	<ul style="list-style-type: none"> • Why should reporters adhere to a code of ethics?
	<p>American journalists face myriad challenges and risks when reporting abroad because of governments' varying definitions of what constitutes freedom of the press.</p>	<ul style="list-style-type: none"> • In what ways do governments around the world constrict, or even violate, American journalists' right to freedom of the press in order to censor, control, or restrict the dissemination of information?
	<p>Because publishers have a wide range of goals and values, they also interpret journalistic ethics differently, and it is the responsibility of the consumer to consider the source of information and its likely ethical standards.</p>	<ul style="list-style-type: none"> • Why is the definition of journalistic ethics so debatable?
	<p>Publications manipulate material in order to cater to a specific audience, which serves their own needs and purposes.</p>	<ul style="list-style-type: none"> • What is an acceptable level of alteration of text and/or photos to suit the needs of a publication?

<p>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.</p>	<p>Reporters must, at all times, be factual, truthful, and accurate in their news stories to produce unbiased, complete news stories in order to maintain a trusting audience.</p>	<ul style="list-style-type: none"> • Why is it the reporter’s responsibility to be balanced and truthful?
<p>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.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>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.</p> <p>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.</p> <p>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).</p> <p>RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global 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., <i>The Federalist</i>, presidential addresses).</p>	<p>Students will know:</p> <p>The “7 Deadly Sins” of ethical reporting include deception, conflict of interest, bias, fabrication, theft, burning a source, and plagiarism.</p> <p>Freedom of the press means journalists have the right to report the news and express their opinions without fear of censorship or reprisal by the government.</p> <p>The Society of Professional Journalists (SPJ) has its own code of ethics (seek truth and report it, minimize harm, act independently/avoid conflict of interest, and be accountable and transparent) that reporters must follow, no matter the surrounding circumstances, in order to produce quality and accurate news.</p> <p>The meaning of terms such as libel, slander, invasion of privacy, and freedom of the press is essential to executing the duties of a journalist properly.</p> <p>Breaches of ethics in the field of journalism occur regularly because the need for increased advertising, sales, and readership often trumps the objective</p>	<p>Students will be able to:</p> <p>Identify, explain, and avoid committing the “7 Deadly Sins” of ethical reporting.</p> <p>Define and discuss freedom of the press and its importance in not only journalism, but also American society as a whole.</p> <p>Create a student journalist’s code of ethics for the duration of the Journalism I course.</p> <p>Identify and define the following terms—libel versus slander, invasion of privacy, and freedom of the press—and study their application in actual journalism case studies.</p> <p>Research, report on, and discuss a journalism ethics case study either selected individually or as assigned by the teacher.</p>

<p>RI.11-12.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(SS) 6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>(SS) 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p>	<p>presentation of news.</p> <p>KEY TERMS: Freedom of the press, ethics, media law, code of ethics, libel, invasion of privacy, conflict of interest, deception, fabrication, theft, burning a source, plagiarism, photoshop, sic, “7 Deadly Sins” of ethical reporting, slander, intellectual property, copyright, federal shield law, patriot act, fact-checking, catastrophe coverage</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing a research paper and presenting an ethics case study involving a “disgraced journalist” in media (print, online, or broadcast journalism) for group discussion.

KEY LEARNING EVENTS AND INSTRUCTION:

- Media Ethics Stations: Students receive examples of ethics cases, and they must independently determine what is and is not ethical, from photoshop to textual content.
- “7 Deadly Sins” Intensive Study and Analysis: Students read various news articles, identify the “sins” as they appear, and explain why it falls under that “sin.”

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit VI: Media Law and Ethics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Media Law and Ethics <ul style="list-style-type: none">● “7 Deadly Sins”● Freedom of the press● Libel laws● Codes of ethics	Media ethics case studies View and critique <i>Shattered Glass</i> (2003) <i>landing.adobe.com/en/na/products/creative-cloud/69308-real-or-photoshop/</i> (25 Years of Photoshop) <i>spj.org/shieldlaw-faq.asp</i> <i>journalism.nyu.edu/publishing/ethics-handbook/privacy-vs-the-publics-right-to-know/</i> <i>judiciary.house.gov/issue/usa-freedom-act/</i> SPJ Code of Ethics (textbook Appendix Document A, page 557)

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT VII: Online Reporting

TRANSFER: Students will have a greater understanding of digital environments and be able to produce material that is suitable for modern-day communication.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, share, 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</p> <p>W.9-10.8: 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 (MLA or APA Style Manuals).</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	The advantages of online reporting include being able to get news immediately; however, because of the speed of its delivery, that news may contain inaccuracies.	<ul style="list-style-type: none"> • Why might online reporting be preferable to print?
	Online news sites have taken a toll on print publications because the former allows for faster and cheaper delivery of the news to consumers.	<ul style="list-style-type: none"> • How has online reporting supplanted the need for print publications?
	Online news sites have the benefit of publishing content as needed with unlimited space and a 24-hour news cycle rather than adhering to space restrictions and daily, weekly, or even monthly deadlines for printed newspapers.	<ul style="list-style-type: none"> • Why are there differences between online news sites and printed newspapers?
	Social networking has helped usher in the new age of citizen journalism, where anyone can create and deliver news content to a targeted readership.	<ul style="list-style-type: none"> • How has social networking changed the face of news?
	KNOWLEDGE	SKILLS

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students will know:</p> <p>One of the challenges of an online publication is that people do not see the entire publication, and cannot read the pieces in context of the whole publication.</p> <p>Online reporters must be able to convey everything that is newsworthy about a topic in one piece because readers of online news statistically do not continue reading auxiliary articles of the publication, as opposed to readers of print news.</p> <p>Online news has threatened the print news business because it adheres to a twenty-four-hour news cycle and is more easily accessible.</p> <p>Advances in technology have a profound effect on the delivery of news because people have access to news through their smartphones at any place or time.</p> <p>Online reporting can be a threat to delivering truthful and accurate news because of competition and speed of news delivery.</p> <p>KEY TERMS:</p> <p>Citizen journalism, print publication, online reporting, consumers, multimedia, smartphone, social media</p>	<p>Students will be able to:</p> <p>Identify how the elements of online news differ from those of print news.</p> <p>Identify how the job of online reporting differs from that of print reporting.</p> <p>Consider and discuss what direction the print medium will take in the future.</p> <p>Track and analyze recent trends in online reporting based on major technological advancements such as the smartphone, multimedia capability, and social media.</p> <p>Compete with classmates to write a truthful and accurate article on a breaking news topic as quickly as possible in order to be the first reporter to get published.</p>
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<p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(T) 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>(T) 8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>(T) 8.1.12.D.3: Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>(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.</p> <p>(21CLC) 9.3.12.AR-JB.2: Demonstrate writing processes used in journalism and broadcasting.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Researching, writing, and submitting an online news story to a local news organization. ● Analyze the 24-hour news cycle that goes hand-in-hand with online reporting. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● With a partner, students will compare and contrast an online and a print version of an article written on the same news topic. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

Unit VII: Online Reporting

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Online Reporting <ul style="list-style-type: none">● Writing for online news organizations● Similarities and differences between online and print articles● Societal influences	Online news agencies such as: <i>CNN.com</i> , <i>buzzfeed.com</i> , and <i>TAPintoRandolph.net</i> Social networking sites such as: Twitter, Facebook, and YouTube Print news such as: <i>The New York Times</i> , <i>The New York Post</i> , and <i>Randolph Reporter</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Journalism I

UNIT VIII: Public Relations, Marketing, and Advertising

TRANSFER: Students will be able to create a successful marketing, advertising, or public relations campaign and recognize how these disciplines influence their lives and choices.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>Public relations, marketing, and advertising create positive images for clients, enabling them to promote brands and sell products that impact not only the economy but also our society in general.</p>	<ul style="list-style-type: none"> • How often do public relations, marketing, and advertising distort the truth in order to please a client?
<p>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.</p>	<p>Unlike in journalism, public relations, marketing, and advertising concern target audiences with both positive and negative messages in order to create revenue for the media and corporations.</p>	<ul style="list-style-type: none"> • How do public relations, marketing, and advertising work together to impact the media and society?
<p>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.</p>	<p>It is imperative that public relations, marketing, and advertising teams remain current with advances in technology and society in order to efficiently and successfully reach their target</p>	<ul style="list-style-type: none"> • In what ways have public relations, marketing, and advertising evolved over time?
<p>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.</p>	<p>Public relations, marketing, and media outlets conduct research to create relevant content and campaigns for their target audiences and “publics” in order to generate a better income, image, or product.</p>	<ul style="list-style-type: none"> • How and why do we become the targeted audience of public relations, marketing, and media campaigns?
<p>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</p>		

text.	KNOWLEDGE	SKILLS
<p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Students will know:</p> <p>Clients hire public relations, marketing, and advertising firms to create, improve, or change the image for their products or themselves.</p> <p>One main difference between PR, marketing, and advertising and journalism is that bias and bending of the truth are standard practices in PR, marketing, and advertising, whereas in most news organizations, barring tabloids, objectivity is valued.</p> <p>Public relations, marketing, advertising, and journalism are all communications fields that present the same basic information in vastly different ways to satisfy the needs of their clients and readership.</p> <p>A press release contains journalistic details framed for a different audience.</p> <p>KEY TERMS:</p> <p>Public relations, marketing, advertising, revenue, targeting, press release, campaign, bias, publics, deck, media kit</p>	<p>Students will be able to:</p> <p>Plan an effective public relations, marketing, or advertising campaign.</p> <p>Create a marketing strategy and media kit/deck for said campaign.</p> <p>Assess the differences and similarities between public relations, marketing, and advertising and journalism.</p> <p>Research the similarities and differences in how the same content is handled by public relations, marketing, and advertising firms versus a news organization.</p> <p>Read a press release and identify what components are “newsworthy.”</p> <p>Write a press release about a current issue.</p>

<p>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).</p> <p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p>		

- Planning an effective public relations, marketing, or advertising campaign, and creating a marketing strategy and media kit/deck for said campaign.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will research a specific news event and analyze how coverage was handled differently by a public relations, marketing, or advertising campaign and a news organization.
- Students will study recent press releases, identify their newsworthy components, and then use these samples to write an original press release about a current issue.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Journalism I
Unit VIII: Public Relations, Marketing, and Advertising

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Public Relations, Marketing, and Advertising <ul style="list-style-type: none"> ● Public relations ● Marketing ● Advertising ● Press release 	Online press/media kits Advertising, marketing, and public relations campaign samples for brands such as Nike, people such as Olympic athletes, and the enhancement of corporate images Randolph Township Schools website <i>publicityinsider.com</i>

APPENDIX A

Benchmark 1

All student journalists will attend an emergency press conference in the school. The spokesperson will share details of a breaking news event. Students will be assessed for this benchmark in three ways: 1) their preparation for the conference; 2) their participation during the conference; and 3) their completion of a news article immediately following the conclusion of the conference.

More specifically, students will be assessed based on the following components:

1. Prior to the press conference:

Student journalists will prepare for the press conference in two ways, both of which will be assessed: 1) Perform background research: Research should be two paragraphs in length, typed, and double spaced. 2) Prepare a list of ten questions for the spokesperson, suitable for the press conference. Questions must be typed and double spaced in 12-point type. Students will submit both of these completed tasks at the end of the benchmark period.

2. During the press conference:

During the conference, student journalists will be assessed in two ways, on their interviewing and note-taking skills. They will be required to ask a minimum of three questions during the conference, and they must submit their hand-written notes at the end of the conference.

Assessment: These two tasks will be assessed based on one or more of the following checklists, as warranted.

Interviewing/questioning

- *Does the journalist ask questions related to the 5Ws and 1H?
- *Does the journalist ask for proper spelling, when warranted?
- *Does the journalist request proper attribution information, when warranted?
- *Do the journalist's questions show evidence of having prepared for the conference in advance?
- *Is the journalist asking a hard-hitting question in a respectful way?
- *Is the journalist asking follow-up questions, when warranted?
- *Is the journalist showing respect in his or her questioning?

Notetaking

- *Did the journalist take thorough notes of the conference?
- *Did the journalist check his or her spelling of names, places, etc.?
- *Did the journalist quote the source correctly?
- *Was the journalist accurate and clear enough in his or her note-taking to compose a news article?

3. After the press conference:

Students will write a news article based on their notes from the press conference, around 150 words in length, which they must type and submit, double spaced, by the end of the benchmark class period. **Note:** No news articles will be accepted late, after the close of the benchmark class period. The teacher will grade news articles based on the attached rubric.

Benchmark points as follows:

1. Background research-25 points. (Full credit for two paragraphs that address all of the questions; partial credit for one or two paragraphs that address only some of the questions; no credit for missing paragraphs or paragraphs that are off topic.)
2. 10 questions-25 points. (Full credit for ten questions that are suitable for the press conference; partial credit for fewer than ten questions that are suitable for the press conference; no credit for missing questions or questions that are off topic.)
3. Interviewing-25 points. (Full credit for asking the source a minimum of three questions that adhere to the checklist above; partial credit for asking the source fewer than three questions that adhere to the checklist; no credit for asking no questions or questions that are unsuitable or off topic.)
4. Notetaking-25 points. (Full credit for accurate, comprehensive, and clear notes; partial credit for notes that are not completely accurate, comprehensive, or clear; no credit for notes that are completely inaccurate, incomprehensive, and unclear.)
5. News article-100 points. (See rubric for credit breakdown.)

Benchmark 1: News Writing Rubric

	Unacceptable 50-59	Poor 60-69	Fair 70-79	Good 80-89	Excellent 90-100
Head, Lead, and Nut Graph	Head, Lead, and nut graph are non-existent or do not relate to story's main facts.	Head, Lead and nut graph are weak and contains little necessary information. Do not address 5Ws & H. Do not grab reader's attention. Head is mechanical, too long or short, or vague. Lead trivializes the story. Lead is too broad and/or vague.	Head, Lead and nut graph contain necessary information, but are weakly composed or awkward. Includes most of essential 5Ws & H. Do little to grab reader attention. Head is either slightly long, short, or vague. Lead emphasizes less important facts or contains too many facts.	Head, Lead and nut graph are well-written and contain needed information. Include 5Ws & 1H. Grab reader attention. Head is enticing and contains strong, active verbs and short, simple words. Lead summarizes story's most important points. Nut graph opens with a back-up quote and attribution and completes most of the 5Ws and 1H. Engages reader	Head, Lead, and nut graph are written clearly and without error. Includes necessary 5Ws & H. Fully engages reader attention. Head is catchy; makes reader want to jump right into story; Distills the essence of the news point of a story; Is positive and specific; Contains strong, active verbs and short, simple words
Inverted Pyramid	Article lacks any organizational structure. Information is not presented in a logical way.	Organizational structure is limited. Article is disjointed most of the time, but some of the information follows the inverted pyramid or narrative storytelling format.	The article shows the elements of basic organization. Information follows the inverted pyramid or narrative storytelling format at a basic level.	The information follows a coherent inverted pyramid structure or narrative storytelling format.	Information is deftly organized by importance, and there is an overwhelming logic to the order in which it is written.
Accuracy and Grammar	Frequent errors in accuracy and grammar and use of passive verbs make story hard to comprehend. Story is missing multiple important facts or those facts or buried.	Errors in accuracy and grammar and use of passive verbs cause some confusion. Story is missing some important facts or those facts or buried.	Some errors in accuracy and grammar and use of passive verbs do not cause significant confusion. Story has sufficient detail.	Errors in accuracy and grammar are minimal. Story contains unusual and interesting detail. Important facts are located sufficiently high in the story. Writer uses active verbs throughout.	Errors in accuracy and grammar are virtually nonexistent. Story contains unusual and interesting detail. Important facts are highlights in the story. Active verbs keep reader engaged.
Transitions, Lead-Ins, Quotes	Article lacks transitions. Article lacks lead-ins to quotes. Article lacks direct quotes or proper attribution.	Transitions are weak or not complete. Lead-ins step on quote or are unrelated to the content of the quote. Article has a few quotes that are only marginally interesting. Information that should have been paraphrased and attributed is often quoted directly.	Has basic transitions that are choppy. Quotes have acceptable lead-ins. Article has some meaningful quotes, but from too few sources. Information that should have been paraphrased and attributed is occasionally quoted directly.	Good transitions help article clarity. Lead-ins provide context for the quotes. Article has good number of sources and some interesting quotes that are attributed properly. Paraphrased quotes are attributed properly.	Uses solid transitions that keep reader engaged in article. Lead-ins are interestingly written and provide excellent context for the quotes. All direct quotes are interestingly said; from interesting and appropriate sources; and attributed properly. Paraphrased quotes are attributed properly.
Writing: Flow and Length	Writing doesn't flow. Language is imprecise and/or not thought-provoking. Sentences are wordy and repetitious. Sentences are all around the same length. Paragraphs are all too	Writing mostly doesn't flow. Language is frequently imprecise and/or not thought-provoking. Sentences are frequently wordy and/or repetitious. Sentence length is frequently monotonous. Paragraphs are	Writing doesn't always flow. Language is occasionally imprecise and/or not thought-provoking. Sentences are occasionally wordy and/or repetitious. Sentence length can be monotonous. Paragraphs can	Writing mostly flows well, although there are rough spots. Language is occasionally interesting. Sentences are occasionally wordy and/or repetitious. Sentence length is varied. Paragraphs are mostly	Writing flows well, is concise, and contains interesting language. Sentence length is varied. Avoids wordiness and unnecessary repetition. Paragraphs are appropriate length and contain only one idea per paragraph.

	long and contain too many ideas.	mostly too long and contain too many ideas.	be too long and contain too many ideas.	appropriate length. Most paragraphs contain only one idea.	
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Benchmark 2

For this benchmark, student journalists will be handing in a feature profile package—consisting of both prewriting and writing—based on their approved profile subject. They will be graded on all steps listed below as per the rubric.

Prior to benchmark day: Students must complete and submit all of the preliminary steps—interviewing, prewriting, and writing their rough draft—for their feature profile package (see below) prior to benchmark day by the due dates below, in order to receive full credit. These preliminary steps must be submitted as hard copy according to the due dates below. The preliminary steps consist of the following four components: 1) List of interview questions; 2) Transcript of interviews; 3) Completed outline; 4) Rough draft.

On benchmark day: At the beginning of the benchmark period, the teacher will return the students' edited rough drafts (assuming he or she receives one from them as per the schedule), and they will have the entire benchmark period to revise it into final draft form. Once done, they will electronically file (submit) their final drafts with the teacher. Before leaving the classroom, they must wait for confirmation from the teacher to ensure that she or he has received the students' emailed final drafts. In order to receive full credit, final drafts must be filed by the end of the benchmark class period (unless students are eligible for extended time).

PRIOR TO BENCHMARK DAY

STEP 1: Interviewing (prep and actual)

- 1) Questions: Students must include their list of questions for their main profile subject (15 to 20 questions) and two additional interviewees (5 questions) who know the students' subjects well enough to provide meaningful quotes about them. Submit as hard copy, 12 point TNR.
- 2) Transcript: Students must transcribe their complete interviews with their main subject and interviewees and submit them as hard copy. It is the students' responsibility to schedule their interview times and dates. **Note:** If a profile subject is unable to meet prior to the due date, students must switch to another approved subject in order to meet the deadline.

STEP 2: Prewriting

- 1) Outline: Students must complete the feature outline graphic organizer they have already received. It must include all of their quotations and information they will be using based on your research. All sections in the graphic organizer must be completed in a meaningful way for full credit.

STEP 3: Write

- 1) Rough draft: 600 to 800 words long. This must be submitted as hard copy.
 - a. Head: clever and concise, no more than five words long.
 - b. Deck: Must draw in the reader. Must hint at angle of profile. No more than twenty words long.

- c. Intro: One to two paragraphs long. Clever lead. Creative style. Begin narrative “thread.” Establish voice. Humanize subject. Use description. Use anecdotes. Include sensory details: sight, hearing, taste, smell, touch, emotion. Paint a picture of your subject. How he/she moves, speaks, etc. Help the reader “see” the subject.
- d. Nut graph: Pass the “So what?” test. Include background information.
- e. Body: Include six quotations *minimum*, three or four from the main subject and the rest from other sources (two minimum). Elaborate on lead. Continue using all feature writing techniques outlined in intro (above).
- f. Conclusion: Wrap it up. Come full circle. Finish the thread.

ON BENCHMARK DAY

STEP 4: Revise

- 1) Final draft. Using the edited rough draft the teacher returns to students on benchmark day, they will craft their final draft in class, during the benchmark period. This final draft must be filed (emailed) to the teacher as outlined above by the end of the benchmark period for full credit.

STEP 5: Publish

- 1) Students must file their story with the teacher by the end of the benchmark class period!
Benchmark points as follows:
 - a. List of interview questions: 25 points. (Full credit for listing 20 or more questions that are suitable for your interviews; partial credit for fewer than 20 questions that are suitable for interviews; no credit for missing questions or questions that are off topic.)
 - b. Interview transcript: 25 points. (Full credit for asking fifteen or more questions during your interviews); partial credit for asking fewer than fifteen questions; no credit for a missing transcript or for asking questions that are unsuitable or off topic.)
 - c. Outline of draft: 25 points. (Full credit for a fully completed, clear outline containing all quotes; partial credit for an outline that is somewhat comprehensive or clear; no credit for a missing or unclear outline.)
 - d. Rough Draft: 100 points. (See rubric for credit breakdown.)
 - e. Final draft: 100 points. (See rubric for credit breakdown.)

Benchmark 2: Feature Writing Rubric

	Unacceptable 50-59	Poor 60-69	Fair 70-79	Good 80-89	Excellent 90-100
Head, Deck, Lead, and Nut Graph	Head, Deck, Lead and Nut Graph are non-existent or do not relate to story's main facts.	Head, Deck, Lead and nut Graph are weak and contain little necessary information. Do not grab reader's attention. Head is mechanical, too long or short, or vague. Deck is unclear and/or off topic; Lead trivializes the story. Lead is too broad and/or vague. Nut Graph does not pass the "so what?" test or include background information.	Head, Deck, Lead and nut Graph contain necessary information, but are weakly composed or awkward. Do little to grab reader attention. Head is either slightly long, short, or vague. Deck is somewhat clear and on topic; Lead emphasizes less important facts or contains too many facts. Nut Graph attempts to pass the "so what?" test and include background information.	Head, Deck, Lead, and Nut Graph are mostly clear, with only minor error, and engage reader attention. Head is somewhat catchy and addresses story angle. Deck attempts to zoom in on Head and hint at what's in article; makes reader somewhat curious to read story; attempts to capture the essence of the story; contains strong, active verbs and short, simple words. Lead is somewhat catchy and draws in reader. Nut Graph somewhat passes "so what?" test and includes background information.	Head, Deck, Lead and Nut Graph are clear, without error, and fully engage reader attention. Head is catchy and addresses story angle. Deck zooms in on Head and hints at what's in article; makes reader want to jump right into story; captures the essence of the story; contains strong, active verbs and short, simple words. Lead is catchy and draws in reader. Nut Graph passes "so what?" test and includes background information.
Accuracy and Grammar	Frequent errors in accuracy and grammar and use of passive verbs make story hard to comprehend. Story is missing multiple important facts or those facts or buried.	Errors in accuracy and grammar and use of passive verbs cause some confusion. Story is missing some important facts or those facts or buried.	Some errors in accuracy and grammar and use of passive verbs do not cause significant confusion. Story has sufficient detail.	Errors in accuracy and grammar are minimal. Story contains unusual and interesting detail. Important facts are located sufficiently high in the story. Writer uses active verbs throughout.	Errors in accuracy and grammar are virtually nonexistent. Story contains unusual and interesting detail. Important facts are highlights in the story. Active verbs keep reader engaged.
Transitions, Lead-Ins, Quotes	Article lacks transitions. Article lacks lead-ins to quotes. Article lacks direct quotes or proper attribution.	Transitions are weak or not complete. Lead-ins step on quote or are unrelated to the content of the quote. Article has a few quotes that are only marginally interesting. Information that should have been paraphrased and attributed is often quoted directly.	Has basic transitions that are choppy. Quotes have acceptable lead-ins. Article has some meaningful quotes, but from too few sources. Information that should have been paraphrased and attributed is occasionally quoted directly.	Good transitions help article clarity. Lead-ins provide context for the quotes. Article has good number of sources and some interesting quotes that are attributed properly. Paraphrased quotes are attributed properly.	Uses solid transitions that keep reader engaged in article. Lead-ins are interestingly written and provide excellent context for the quotes. All direct quotes are interestingly said; from interesting and appropriate sources; and attributed properly. Paraphrased quotes are attributed properly.
Writing: Flow and Length	No attempt to paint a picture of the subject. No clear angle. Writing doesn't flow. Language is imprecise and/or not thought provoking. Sentences are wordy and repetitious. Sentences are all around the same length. Paragraphs are all too long and contain too many ideas.	Writing mostly doesn't flow. Angle is weak. Language is frequently imprecise and/or not thought provoking. Sentences are frequently wordy and/or repetitious. Sentence length is frequently monotonous. Paragraphs are mostly too long and contain too many ideas.	Some attempts at painting a picture of subject. Writing doesn't always flow. Language is occasionally imprecise and/or not thought provoking. Sentences are occasionally wordy and/or repetitious. Sentence length can be monotonous. Paragraphs can be too long and contain too many ideas.	Paints a somewhat vivid picture of profile subject. Somewhat interesting angle. Writing mostly flows well, although there are rough spots. Language is occasionally interesting. Sentences are occasionally wordy and/or repetitious. Sentence length is varied. Paragraphs are mostly appropriate length. Most paragraphs contain only one idea.	Paints a vivid picture of profile subject. Interesting angle. Writing flows well, is concise, and contains interesting language. Sentence length is varied. Avoids wordiness and unnecessary repetition. Paragraphs are appropriate length and contain only one idea per paragraph.

_____ /100 = _____ %