

Journalism I (Course #0416)

Course Overview: Prerequisite: English III or AP English

Journalism I is an introduction to Journalism where students develop their writing skills by writing news, sports, features, entertainment, and viewpoint articles. They develop the ability to determine what format, style, and voice is appropriate for each type of writing.

Month/ Unit Name	CCLS Standards	Content/ Guiding Questions	Skills	Suggested Assessments/ Activities	Key Vocabulary
September <u>Introduction to Journalism: the craft and the profession</u>	CCSS – are RI.1, RI.2, and RI.6 (read closely to determine literal and inferential meaning, determine central ideas and supporting details, while attending to and citing specific textual evidence). W.7 , (Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation); W.8 (Gather relevant information from multiple print and digital sources, assess the	What is Journalism? Why is effective journalism important? What is effective news reporting and writing? What skills and techniques must an effective journalist employ?	Reading Close reading and analysis of various news articles Writing Write short news stories using appropriate style and conventions (New York Times/Associated Press styles) Write critiques of published news stories Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member	Reading Various published news articles Writing Create a ‘lead’ based article with web-based research (350 words) Speaking and listening Oral presentation to class members on first article Self-evaluation to enhance speaking/writing/ research skills Peer evaluation and editing	Note: Vocabulary will be re-inserted into the lessons throughout the school year Reporter Editor Inverted pyramid Front Page Angle Lead Five W's and H" Hard news Soft News Feature Story Beat reporting Editorial Fairness Truth Accuracy Libel Slander Opinion

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	<p>credibility and accuracy of each source, and integrate the information while avoiding plagiarism). Students revise and edit work throughout, thus W.5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach).</p>				<p>Bias Freedom of the press Deadline Primary source Secondary Source Associated Press Style Attribution</p>
<p>October <u>Obituaries/Life stories</u></p>	<p>Students focus on crafting effective evidence based writing, working from titles and paraphrases to summary sentences and explanatory paragraphs. Thus, W.2 (write explanatory texts to convey ideas and information clearly and accurately) and W.9 (draw evidence from texts to support</p>	<p>How do media content developers engage audiences and shape belief systems?</p>	<p>Reading Close reading and analysis of research scholarship on media and communications</p> <p>Writing Write developed news stories using appropriate style and conventions based on research (New York Times/Associated Press styles) Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>Reading Cite scholarly journals on media and communications</p> <p>Writing Create an 'lead' base article with web-based research (750 words)</p> <p>Speaking and Listening Oral presentation to class members on first article.</p> <p>Self-evaluation to</p>	<p>New media News portals</p>

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	analysis) are also introduced and practiced in the unit, as is W.4 (produce clear and coherent writing). W.5			enhance speaking/writing/ research skills.	
November <u>Writing from</u> <u>Speeches, News</u> <u>Conferences,</u> <u>Press Releases</u>	SL.1 (engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively). W.5	Why must a journalist posit a counter argument while remaining generous to another journalist? How do journalists effectively determine newsworthiness of secondary sources?	Reading Close reading and analysis of News articles (feature, Opinion-Editorial, Editorial, Reportage, News Blogs) Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories Speaking and Listening Listening to live or recorded speeches to determine possible newsworthiness and angles for written stories Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication	Reading Cite multiple sources Writing Create a news article in a specific sub-genre (750 words) incorporating material from press releases, published or recorded speeches, and/or news conferences Speaking and Listening Oral presentation to class members on the aesthetic of the genre (sports, feature, etc.) Self-evaluation to enhance speaking/writing/ research skills	Peer evaluation and editing (text editing & layout editing) News release Newsworthiness
				Peer evaluation and editing (text editing & layout editing)	

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layout editing)					
<p>December <u>Political Reporting</u></p>	<p>RI.10 (read and comprehend complex texts independently and proficiently. W.5</p>	<p>What are the fundamental philosophical differences among the political parties in the United States Government?</p>	<p>Reading Close reading and analysis of News articles (feature, Opinion-Editorial, Editorial, Reportage, News Blogs)</p> <p>Writing Write developed news stories using appropriate style and conventions based on political polemics for a specific sub-genre (New York Times/Associated Press styles)</p> <p>Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>Reading Cite multiple sources from progressive and conservative news portals on political discourse</p> <p>Writing Create a news article in a specific sub-genre (750 words)</p> <p>Speaking and Listening Oral presentation to class members on the prevailing political polemic, both nationally and internationally</p> <p>Self-evaluation to enhance speaking/writing/ research skills</p> <p>Peer evaluation and editing (text editing & layout editing)</p>	<p>Democratic Republican Independent Libertarian Liberal Conservative</p>
<p>January <u>Editorial/Opinion Writing</u></p>	<p>(read closely to determine literal and inferential meaning,</p>	<p>What is the fundamental difference between bias and libel?</p>	<p>Reading Close reading and analysis of News articles (feature, Opinion-Editorial,</p>	<p>Reading Cite multiple Op/Ed stories from various</p>	<p>Editorial Fairness Truth</p>

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<p>determine central ideas and supporting details, and assess author’s point of view – while attending to and citing specific textual evidence). RI.1, RI.2, and RI.6, W.5</p>	<p>How can a journalist create editorial fairness through truth?</p> <p>When and why is it useful to be biased?</p> <p>When and why is it useful to be fair and accurate in journalism?</p> <p>How have the courts responded to free speech in contemporary situations?</p>	<p>Editorial, Reportage, News Blogs)</p> <p>Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>publications, both print and digital</p> <p>Writing Create a news article in a specific sub-genre (750 words)</p> <p>Speaking and Listening Oral presentation to class members on the aesthetics on the opinion editorials with varying foci (sports, feature, etc.)</p> <p>Self-evaluation to enhance speaking/writing/ research skills</p> <p>Peer evaluation and editing (text editing & layout editing)</p>	<p>Accuracy Libel Slander Opinion Bias</p>	
<p>February <u>Investigative Reporting</u></p>	<p>crafting effective evidence based writing, working from titles and paraphrases to summary sentences and</p>	<p>In order to maintain the fidelity in a society, why is it important to have a free press?</p> <p>Why is it important to have a free press to</p>	<p>Reading Close reading and analysis of News articles (feature, Opinion-Editorial, Editorial, Reportage, News Blogs)</p> <p>Writing Write developed news stories using</p>	<p>Reading Cite multiple investigative stories from various publications, both print and digital</p>	<p>Freedom of the press Truth Accuracy</p>

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	<p>explanatory paragraphs. Thus, W.2 (write explanatory texts to convey ideas and information clearly and accurately) and W.9 (draw evidence from texts to support analysis) are also introduced and practiced in the unit, as is W.4 (produce clear and coherent writing). W.5</p>	<p>maintain economic, religious, educational, and social freedoms?</p>	<p>appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>Writing Create a news article in a specific sub-genre (750 words)</p> <p>Speaking and Listening Oral presentation to class members on the importance of a free press</p> <p>Self-evaluation to enhance speaking/writing/ research skills</p> <p>Peer evaluation and editing (text editing & layout editing)</p>
<p>March Beat Reporting I: Education Government Crime Religion</p>	<p>SL.1 (engage effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively). W.5</p>	<p>Where do most people locate information in their local communities?</p> <p>Is the role of news organizations, both digital and print, to provide important information to the community?</p> <p>Are they doing a good</p>	<p>Reading Close reading and analysis of News articles (education, government, crime, religion)</p> <p>Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories</p> <p>Speaking and Listening</p>	<p>Reading Cite multiple stories on education, government, crime, religion</p> <p>Writing Create a news article in a specific sub-genre (750 words)</p> <p>Speaking and Listening Oral presentation to</p> <p>Reporter Editor Inverted pyramid Front Page Angle Lead Five W's and H" Hard news Soft News Feature Story Beat reporting</p>

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		<p>job?</p> <p>What are the particular opportunities, responsibilities and challenges of the Beat reporter?</p>	<p>Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>class members on the pertinent information found from journalistic sources for both you and your peers</p> <p>Self-evaluation to enhance speaking/writing/ research skills</p> <p>Peer evaluation and editing (text editing & layout editing)</p>	
<p>April Beat reporting II Sports Entertainment Lifestyle Business/ Consumer</p>	<p>W.7, (Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation); W.8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism).</p>	<p>Where do most people locate information in their local communities?</p> <p>Is the role of news organizations, both digital and print, to provide important information to the community?</p> <p>Has reporting on celebrities changed the way news is prioritized?</p> <p>What is gained by skewing news to celebrity analysis?</p>	<p>Reading Close reading and analysis of News articles (sports, entertainment, lifestyle, business/consumer)</p> <p>Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>Reading Cite multiple stories on sports, entertainment, lifestyle, business/consumer</p> <p>Writing Create a news article in a specific sub-genre (750 words)</p> <p>Speaking and Listening Oral presentation to class members on how celebrities are represented in so-called serious news organizations and/or coverage of sports, lifestyle, and</p>	<p>Reporter Editor Inverted pyramid Front Page Angle Lead Five W's and H" Hard news Soft News Feature Story Beat reporting</p>

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	W.5			business/consumer issues. Self-evaluation to enhance speaking/writing/ research skills Peer evaluation and editing (text editing & layout editing)	
May <u>Journalism and the New Media</u>	W.7 , (Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation); W.8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism). W.5	How have changes in the media landscape changed the profession of journalism? How have these changes impacted the quality and reliability of news and information dissemination? What are the societal implications of changes in how people receive and interact with news and information?	Reading Close reading and analysis of Peer Reviewed scholarly articles on mass media and communications Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles) Write critiques of published news stories Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication	Reading Cite and annotate multiple sources from academic data bases Writing Create a news article in a specific sub-genre including a secondary peer-reviewed source (750 words) Speaking and Listening Oral presentation that annotates two scholarly articles on mass media or communications Self-evaluation to enhance speaking/writing/ research skills	Print media Digitized media Convergence Multi-media Cinematic Aesthetics Primary source Secondary source

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Peer evaluation and editing (text editing & layout editing)					
<p>June Feature Writing</p>	<p>CCSS – are RI.1, RI.2, and RI.6 (read closely to determine literal and inferential meaning, determine central ideas and supporting details, while attending to and citing specific textual evidence). W.5</p>	<p>How are feature stories distinguished from hard news stories?</p> <p>What are the characteristics and requirements of an effective feature story?</p>	<p>Reading Close reading and analysis of Feature articles from <i>The New York Times</i>, <i>The Wall Street Journal</i>, <i>The Washington Post</i>, and a local news outlet</p> <p>Writing Write developed news stories using appropriate style and conventions based on research for a specific sub-genre (New York Times/Associated Press styles)</p> <p>Write critiques of published news stories</p> <p>Speaking and Listening Participate as attentive, active, and constructively critical editor/editorial board member and revise for publication</p>	<p>Reading Cite and annotate multiple feature articles from major newspapers and a regional</p> <p>Writing Create a news article in a specific sub-genre including a secondary peer-reviewed source (750 words)</p> <p>Speaking and Listening Oral presentation that comments on how effective the author employed the rhetorical devices from those invoked in a successful feature article</p> <p>Self-evaluation to enhance</p>	<p>Personality profile Human interest Trend In-depth Informational Feature Backgrounder Relevance Anecdote</p>

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