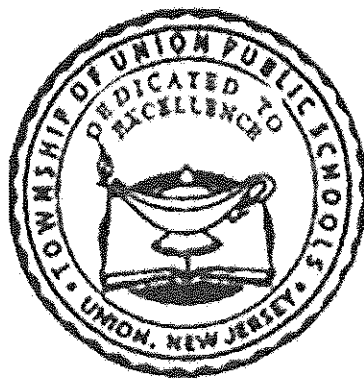


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN502
Journalism**

Adopted 06/2017



Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course will begin building a foundation of necessary skills to write for publishing and broadcast. Journalistic "Inverted Pyramid" writing style will be practiced, as well as targeting interesting topics, seeking and interviewing sources, drafting articles and editing copy. The students will maintain a portfolio of their work, some of which may be available to submit for publication. This course also will cover trends in professional mainstream media, the media's effect on its audiences, and its place among our American constitutional rights. Journalism is available to sophomores, juniors, and seniors who are successful in required English courses.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RI.11-12.2 RI.11-12.5	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8	SL.11-12.1	L.11-12.3 L.11.12.6
Unit 2	RI.11-12.8	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8	SL.11-12.1.	L.11-12.3
Unit 3	RI.11-12.1	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8	SL.11-12.1.	L.11-12.3
Unit 4	RI.11-12.5 RI.11-12.6	W.11-12.7	SL.11-12.4	L.11-12.3 L.11.12.6
Unit 5	RI.11-12.7	W.11-12.6	SL.11-12.2	L.11-12.3

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	49 days
Unit 2	49 days
Unit 3	36 days
Unit 4	36 days
Unit 5	10 days

Overview of Required Activities

	Required Activities	Resources
Unit 1	Analyzing articles Analyzing ledes Drafting ledes Drafting articles	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>
Unit 2	Memorize the first amendment Analyze each freedom in first amendment Explore rights in other countries	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>
Unit 3	Create code of ethics	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>SPJ.org</u>
Unit 4	Analyze feature articles Analyze feature ledes Draft feature ledes Analyze editorials Analyze columns Analyze reviews Draft a feature or opinion article	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>
Unit 5	Complete a comparison and contrast chart for news websites Analyze news websites for bias Speak clearly at 90wpm speed for broadcast	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>YouTube.com</u>

Unit 1: Inverted Pyramid Writing

Unit Summary

Skills include reporting and assembling information into a news story, basic interviewing techniques, inverted pyramid story structure, and the Associated Press style guide to writing in Inverted Pyramid. Journalistic writing style of subject-verb-object and how to attribute quotes will develop both reporting and writing skills that are basic to editorial, advertising, public relations, and broadcast journalism.

Essential Questions

- What types of questions should be answered in a story?**
- How are various types of stories organized?**
- How is journalistic writing distinguished from writing an essay or a report?**
- How are quotes used in a news or feature story?**
- What leads to balanced, thorough reporting?**

READING

Critical Knowledge and Skills	Standards
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2 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.	

Suggested Materials/Educational Resources

[The New York Times](#)
[The Star Ledger](#)
[The Associated Press Style Guide](#)
[CNN.com](#)

WRITING

Critical Knowledge and Skills	Standards
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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>	SL.11-12.1
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Apply knowledge of language to</p>	L.11-12.3

<p>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>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L.11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u></p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>Students will learn to write news articles in the Inverted Pyramid style by drafting practice ledes based on data sets, re-ordering IP articles that have been presented out of order, and drafting and peer editing articles.</p>	<p>Writing Portfolio</p>	
District/School Texts	District/School Supplementary Materials	
<p><u>High School Journalism</u> by Homer L. Hall</p>	<p>Scholastic Upfront Magazine</p>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
<p>Writing Portfolio</p>	<p>Inverted Pyramid writing style</p>	<p>Sources and angles</p>

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<p>New York Times Star Ledger CNN.com</p>

Unit 2: The First Amendment

Unit Summary

1. Understanding of the rights guaranteed to journalists under the First Amendment
2. Understanding of the difference between rights guaranteed to journalists and rights guaranteed to scholastic journalists under the First Amendment
3. The unit promotes the higher-level skill of critical thinking

Essential Questions

What types of questions should be answered in a story?

How is journalistic writing protected by the law?

What freedoms relate to our freedom of the press?

READING

Critical Knowledge and Skills	Standards
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.	RI.11-12.8
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> CNN.com	

WRITING

Critical Knowledge and Skills	Standards
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 W.11-12.4 W.11-12.5
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.8

<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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.11-12.1</p>
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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</p>	<p>L.11-12.3</p>

listening.	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Students will gain a thorough understanding of the First Amendment to the U.S. Constitution by memorizing the amendment, debating legalities of article topics and content, and comparing U.S. press regulations to those of other countries.	Writing Portfolio	
District/School Texts	District/School Supplementary Materials	
<u>High School Journalism</u> by Homer L. Hall	Scholastic Upfront Magazine	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio	Thorough exploration of topic	Newsworthiness

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
New York Times Star Ledger CNN.com Scholastic Press Association SPJ.org

Unit 3: Responsible Journalism

Unit Summary Acquire and use the skills and habits involved in critical and constructive thinking. Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline. Develop a code of journalistic behavior based on moral and ethical principles. Work with peers to set rules for collegial decision making.

Essential Questions

- What types of topics should be kept out of publication?
- What are the responsibilities of a journalist?
- When can words do more damage than good?
- How does a journalist discover her/his boundaries?
- What influences an editorial board's decisions?
- How do business relationships affect professionalism?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1
Suggested Materials/Educational Resources	
<p><u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>SPJ.org</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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.11-12.1</p>
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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</p>	<p>L.11-12.3</p>

listening.	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Students will prove an understanding of responsible journalism vs. irresponsible journalism by creating a code of ethics, and participating in quizzes about libel.	Writing Portfolio	
District/School Texts	District/School Supplementary Materials	
<u>High School Journalism</u> by Homer L. Hall	Scholastic Upfront Magazine	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio	Adherence to ethics code	Advanced Inverted Pyramid writing style

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
New York Times Star Ledger CNN.com SPJ.org Code of Ethics AP Style Guide

Unit 4: Alternative Writing Styles

Unit Summary

Skills include identifying and analyzing feature writing and opinion writing. Students will broaden their definition of the tenets of newsworthiness. Style rules will be relaxed to allow for more personality in the writing, while keeping within boundaries of ethical and responsible reporting.

Essential Questions

- What types of topics can most interest an audience?**
- When and how can we veer from Inverted Pyramid style writing?**
- How is journalistic writing distinguished from writing an essay or a report?**
- How is research used in forming an opinion?**
- What leads to balanced, thorough opinion writing?**
- When is commentary appropriate?**
- How do columns, reviews and blogs differ from Editorials?**

READING	
Critical Knowledge and Skills	Standards
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	RI.11-12.5 RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
Suggested Materials/Educational Resources	
The New York Times The Star Ledger The Associated Press Style Guide CNN.com	

WRITING	
Critical Knowledge and Skills	Standards
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	W.11-12.7

inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SL.11-12.4
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	L.11-12.3 L.11-12.6

expression.
Suggested Materials/Educational Resources
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Students will write ledes for feature articles based on data sets, and will prove ability to write features and opinions by drafting a feature article based on hallway observation, and an opinion article based on their choice of topic as appropriate to our newsworthy topics lessons.	Writing Portfolio	
District/School Texts	District/School Supplementary Materials	
<u>High School Journalism</u> by Homer L. Hall	Scholastic Upfront Magazine	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio	Feature writing style	Sources and journalistic research

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
New York Times Star Ledger CNN.com

Unit 5: Broadcast Journalism

Unit Summary

Skills include assembly of broadcast news pieces based on Inverted Pyramid writing, and broadcast skills such as reading at appropriate speed. Well-developed pieces will include quotes and background information as well as a look ahead. Students will evaluate web-based news outlets and mirror their reporting. Students will identify and analyze trends in the broadcast news cycle from introduction of a topic through its highest level of prominence and finally satellite stories. Students will note broadcast styles and their effect on the news and its audience.

Essential Questions

- What types of media are trustworthy news sources?**
- How is news delivered differently via broadcast vs. print?**
- How is journalistic writing used to create a broadcast piece?**
- How does a news story develop into a blockbuster headline?**
- How is social media changing journalism?**
- The medium is the message - discuss?**

READING	
Critical Knowledge and Skills	Standards
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.	RI.11-12.7
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

WRITING	
Critical Knowledge and Skills	Standards
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u>	

The Associated Press Style Guide
CNN.com

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SL.11-12.2
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>YouTube.com</u>	

LANGUAGE

Critical Knowledge and Skills	Standards
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Students will write for broadcast, and then read their written work at necessary broadcast speed.	Writing Portfolio
District/School Texts	District/School Supplementary Materials
<u>High School Journalism</u> by Homer L. Hall	Scholastic Upfront Magazine
District/School Writing Tasks	
Task	Primary Focus Secondary Focus

Writing Portfolio	Adherence to Inverted Pyramid writing style	Media bias
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

CNN.com
YouTube.com