

Journalism 1 – Theory and Practice Semester 1 Unit 1	Unit Title: The History, Law and Ethics of Journalism
Enduring Understandings <ul style="list-style-type: none"> Journalism is necessary in a Democratic Society. Journalists have ethical responsibilities. The press has many functions. The importance of First Amendment. 	Essential Questions <ul style="list-style-type: none"> What is the impact of the First Amendment on the press and how does it impact student journalism? What are the journalist's ethical responsibilities? How has the history of the press in America shaped our country? What role will the evolution of technology play in the field of journalism?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated</i> 3-4 weeks</p> <p>Actual:</p>	<p>Reading Focus Textbook, non-fiction</p> <p>Writing Focus: Research, journals, short essay</p> <p>The students will understand the following:</p> <ul style="list-style-type: none"> The history of the press in America The ethical standards of Journalism The functions of the press The First Amendment Libel law <p>Grade Level Expectations (Standards):</p> <p>Reading: The student restates/summarizes and connects information.</p> <p>R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3 R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3</p> <p>The student restates/summarizes and connects information by [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across</p>	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Chapter quizzes Class discussions Journal entries Presentations Debates Small group interviews Role playing Scenario evaluation Article evaluation Peer editing Revisions <p>Summative: ("...assessments that come at the end of a process or activity." Marzano, 2006)</p> <ul style="list-style-type: none"> Students will write a multi-source MLA style research paper on a topic involving the history of journalism in the US, the First Amendment or ethics in journalism. Presentations 	<p>Terminology</p> <ul style="list-style-type: none"> partisan press muckraking yellow journalism penny press telegraph sensationalism the "breakfast test" ethics bias credibility objectivity libel slander invasion of privacy objectivity plagiarism fabrication prior restraint fair comment right of reply in loco parentis attribution sources FOIA freedom of the press fourth theory <p>Legal cases for study:</p> <ul style="list-style-type: none"> Tinker v. Des Moines Independent Community School District Hazelwood v. Kuhlmeier Morse v. Frederick 	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p>Core Materials: (Triangulated)</p> <ul style="list-style-type: none"> <u>Journalism Today</u> - Ferguson, Patten, Wilson <u>Associated Press Stylebook</u> - AP <u>Stylebook for Alaska</u> - AP <u>The Radical Write</u> -Bobby Hawthorne <u>Law of the Student Press</u> - Student Press Law Center <p>Supplementary Materials:</p> <ul style="list-style-type: none"> <u>Anchorage Daily News</u> <u>Watchdogs of Democracy?</u> - Helen Thomas <u>The High School Editor's Handbook</u> - Laakaniemi and Price <u>Principal's Guide to Scholastic Journalism</u> - Quill and Scroll Foundation, The University of Iowa <u>Best practices for Newspaper Journalists</u> - Robert J. Haiman <u>The Literature of Journalism: Text and Context</u> - R. Thomas Berner <p>Teacher Resource Materials:</p> <p><u>School Newspaper Adviser's Survival Guide</u> - Osborn</p> <p>Novels:</p> <p><u>The Fabulist</u> -Stephen Glass</p> <p>Non-fiction</p> <p><u>Burning Down my Masters' House</u> by Jayson Blair</p>

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	<p>texts or other summarized information*</p> <p>The student demonstrates an understanding of main idea/arguments. R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2 R4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2</p> <p>The student demonstrates understanding of main ideas/arguments by : [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions) [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)(L) [10] 4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence) Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)</p> <p>The student analyzes content of text to differentiate fact from opinion.</p>			<p>Video:</p> <ul style="list-style-type: none"> • <i>Modern Marvels</i> - "The Newspaper Industry" - The History Channel • <i>Tabloid!</i> - <i>Inside the New York Post</i> - A&E Investigative Reports • <i>Lies (Broken Glass)</i> - interview from 60 Minutes • <i>All the President's Men</i> - feature film • <i>Absence of Malice</i> - feature film • <i>Shattered Glass</i> – feature film <p>Websites:</p> <p>www.jea.org www.splc.org www.asne.org www.highschooljournalism.org www.studentpress.org/nspace www.poynter.org www.ap.org www.nightfdn.org www.uiowa.edu/~quill-sc www.columbia.edu/cu/cspa www.djnewspaperfund.dowjones.com/fund www.firstamendmentschools.org</p>
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	<p>R3.8 a. Differentiate between fact and opinion in text. b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2 R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4 The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by: [10] 4.7.1 Identifying bias/propaganda by citing textual evidence(L) [10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence Writing: The student writes about a topic W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1 W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1</p> <p>The student writes about a topic by: [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)* [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically* [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a</p>			
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<p><i>variety of transitional words and phrases*</i> [10] 4.1.4 Writing a conclusion that ties it to the introduction <i>*Assumes an increasing level of writing skill applications</i></p> <p>Student writes for a variety of purposes and audiences. W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4 W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4</p> <p>The student writes for a variety of purposes and audiences by: [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L) [10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade* [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) [10] 4.2.4 research-based information and/or analysis in research projects or extended reports*(L) <i>*Assumes an increasing level of writing skill applications</i></p> <p>The student writes and edits using conventions of Standard English. W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2 W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure,</p>			
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	<p>punctuation, spelling, and usage. E.A.2</p> <p>The student writes and edits using conventions of Standard English by:</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>*Assumes an increasing level of writing skill applications</p> <p>The student revises writing.</p> <p>W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5 b. Form and explain own standards or judgments of quality writing. E.A.8</p> <p>W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5</p> <p>The student revises writing by:</p> <p>[10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)*</p> <p>[10] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats,</p>			
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	<p>scoring guides or rubrics)* (L) [10] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)* [10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed* [10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed* [10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)* (L) *Assumes an increasing level of writing skill applications The student documents sources. W3.5 List and document sources using a given format. E.D.3 W4.5 Cite sources of information using a standard method of documentation. E.D.3</p> <p>The student documents sources by: [10] 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style)* (L) *Assumes an increasing level of writing skill applications The student uses resources. W3.6 Compose and edit a composition with a word processing program. E.A.7</p> <p>The student uses resources by: [10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p>			
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	<p>[10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
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Grade 9-12 Journalism 1 Semester 1 Unit 2 Enduring Understanding(s)	Unit Title: Journalistic Writing Essential Questions
<ul style="list-style-type: none"> • Solid writing skills are a key element in communicating. • Journalists must adhere to the highest ethical standards due to public trust. • Freedom of the press is essential to a democracy. 	<ul style="list-style-type: none"> • How is journalistic writing different from other forms of writing? • What are the elements of a good article? • How can journalism be used to highlight issues facing teenagers?

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<i>Estimated:</i> News Elements 1 week Interviewing 1 week Quotes 1 week News style 1 week (ongoing) Leads 1 week (ongoing) Inverted pyramid 1 week In-depth reporting 2 weeks Feature writing 2 weeks Sports writing 2 weeks Editorial writing 2 weeks Actual:	Reading Focus: <ul style="list-style-type: none"> • Vocabulary development • Reading comprehension • Analyzing author's style Writing Focus: <ul style="list-style-type: none"> • Note-taking • Interviewing sources • Descriptive writing • Narrative writing (non-fiction) • Persuasive writing • Organization • Incorporating quotations Grammar Focus: <i>Prepositional, appositive, and verbal phrases, comma usage</i> The students will do the following: <ul style="list-style-type: none"> • The role and the responsibility of the media to its audience, exploring the history as well as the contemporary state of the press including legal, moral, and ethical considerations. • How to define, identify, and analyze newsworthiness, including timeliness, proximity, prominence, consequence, human interest, and conflict. • How to conduct an effective interview, including how to structure the questions and interview. How to write the traditional summary lead, using a variety of grammatical variations. • How to identify and write effective feature leads, including teases and avoiding quote or question leads. • How to construct a basic news story using the inverted pyramid, backup quotes, and transitions. • The appropriate use of direct quotes, partial quotes, paraphrasing, and attribution. 	Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006) Suggested Activities: <ul style="list-style-type: none"> • Brainstorm possible article topics which adhere to the principles of newsworthiness and legal/ethical considerations • Daily proofreading exercises on AP Style Guide • Nursery Rhyme Leads and Headlines • Interview Notebook • Personality Feature • Write each of the following: News Article Feature Article In-depth news/feature Editorial Column Review Sports Article • Group sharing and critique of articles • Research presentation on a famous journalist Summative: ("...assessments that come at the end of a process or activity." Marzano, 2006) <ul style="list-style-type: none"> • Objective test on vocabulary • Objective test on AP Style guidelines • Portfolio of all articles with self- 	Terms advance attribution back-up quote beat reporter byline caption chronological style cliché conflict consequence copy direct quotation editorial embargo "est" questions feature story featurize filter question five W's and the H flair formal interview future book game story hard news headline human interest story in-depth reporting inverted pyramid jargon kicker lead localization mini-torial news feature news-brief format nugget nut graph objectivity off the record open-ended question paraphrase	Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods. Core Materials: (Triangulated) <i>Journalism Today</i> Ferguson, Patten, Wilson <i>Associated Press Stylebook AP</i> <i>Stylebook for Alaska AP</i> <i>The Radical Write</i> Bobby Hawthorne Supplementary Materials: Fiction/Non-Fiction <i>Anchorage Daily News</i> <i>The High School Editor's Handbook</i> Laakaniemi and Price <i>Literary Journalism</i> Norman Simms and Mark Kramer <i>The Best American Sports Writing of the Century</i> David Halberstam Teacher Resources: <i>School Newspaper Adviser's Survival Guide</i> Osborn Web Sites: www.jea.org www.splc.org www.asne.org www.highschooljournalism.org Videos: <i>A Short History of the Newspaper in America: The Colonial and Revolutionary Press</i> , Insight Media <i>A Day in the Life of a Reporter: Where's the Story?</i> , Insight Media <i>News Writing</i> , Insight Media

Grade 9-12 Journalism 1 Semester 1 Unit 2 Enduring Understanding(s)	Unit Title: Journalistic Writing Essential Questions
<ul style="list-style-type: none"> • Solid writing skills are a key element in communicating. • Journalists must adhere to the highest ethical standards due to public trust. • Freedom of the press is essential to a democracy. 	<ul style="list-style-type: none"> • How is journalistic writing different from other forms of writing? • What are the elements of a good article? • How can journalism be used to highlight issues facing teenagers?

<ul style="list-style-type: none"> • The importance of conciseness and of avoiding jargon, clichés, and redundancies. • How to identify, practice, and master the skills involving style, proofreading, and copyediting. • How to identify, differentiate, practice, and master the types of news, editorials/opinions, features, reviews, and sports stories. • How to construct in-depth stories by using an introduction, a nut-graph, and an ending. • How to identify and write effective headlines. <p>Grade Level Expectations (Standards):</p> <p>Reading:</p> <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a conclusion that ties it to the introduction</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma,</p>	<p>assessment</p> <ul style="list-style-type: none"> • In-class timed writings from stock facts and quotations. 	<p>partial quote personality profile point-counterpoint postgame story pregame story primary source prominence proximity Q and A question lead quote lead random sample redundancy sexist language sidebar slanguage soft news stepped head stock question streamer stylebook subjective writing summary lead target audience tease testimonial tiebacks timeliness transition verbatim transcript wicket</p>	<p><i>Effective News Writing</i>, Insight Media</p> <p><i>Information Literacy: The Perils of Online Research</i>, Insight Media</p> <p><i>Preparing and Conducting an Interview</i>, Insight Media</p>
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	<p>quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p> <p>[10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>			
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