

Journalism

Unit 1: History of Journalism

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a means of documenting thinking</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>How has Journalism been shaped by events and people in the previous centuries?</p> <p>What various ways do journalists document their work?</p> <p>How does journalism convey ideas, thoughts, and emotions?</p> <p>What different types of journalism are</p>	<p>The student will....</p> <p>Recognize and explain the various methods of journalism</p> <p>Explain how journalism conveys ideas, thought, and emotions.</p>	<p>Compare news from various sources: web, print, radio, magazines, film or video, photographs, etc.</p> <p>Research key historical events or people in history and analyze how the news medias of the time covered these events/ people.</p> <p>Create group</p>	<p>History of Journalism assignment— teacher created.</p> <p>Watch various news coverage of major historical events and discuss how it shaped history.</p> <p>Discussions on what constitutes as news; how do we receive news today; how have news/ media outlets</p>	<p>Journalism</p> <p>Column</p> <p>Bias</p> <p>Human interest</p> <p>Fact</p> <p>Opinion</p>	<p>CC.8.5.11-12.F:</p> <p>CC.8.5.11-12.A:</p> <p>CC.8.5.11-12.B:</p> <p>CC.8.5.11-12.I:</p> <p>CC.8.6.11-12.B:</p> <p>CC.8.6.11-12.C:</p> <p>CC.8.6.11-12.D:</p> <p>CC.8.6.11-12.E:</p> <p>CC.8.6.11-12.F:</p> <p>CC.8.6.11-12.G:</p> <p>CC.8.6.11-12.H:</p> <p>CC.8.6.11-12.I:</p>

		there & how is it tailored to the audience?		and individual presentations educating their peers.	<p>changed in recent years?</p> <p>Research the same news article in various news sources; assess spin, language, and reliability.</p> <p>Write a response explaining the student's research.</p> <p>Sources: NPR CNN FOX NY Times LA Times Pittsburgh Post-Gazette Pittsburgh Review Huffington Post The Guardian Chicago Sun</p>		
--	--	---	--	---	--	--	--

					<div>Tribune</div> <div>Any other relevant news sources</div>		
--	--	--	--	--	---	--	--

Unit 2: What is News?

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p>Writing is a means of documenting thinking</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p> <p>Spoken language can be represented</p>	<p>Why are speaking and listening essential for productive communication?</p> <p>What various ways do journalists document their work?</p> <p>How does journalism convey ideas, thoughts, and emotions?</p> <p>What different types of journalism are there & how is it tailored to the audience?</p>	<p>The student will....</p> <p>Recognize and explain why an article is newsworthy or not.</p> <p>Explain how journalism conveys ideas, thought, and emotions.</p> <p>Discern between fact and opinion based news.</p> <p>Recognize and explain the various types of</p>	<p>Compare news from various sources: web, print, radio, magazines, film or video, photographs, etc.</p> <p>Rank news sources by bias, reliability, and topics chosen.</p> <p>Gather information and organize it effectively.</p>	<p>Pages 45-68 of Journalism Matters textbook.</p> <p>“Your Beat” Activities in Chapter 3 of Journalims Matters Textbook.</p> <p>Discussions on what constitutes as news; how do we receive news today; how have news/ media outlets changed in recent years?</p> <p>Research the same news</p>	<p>News</p> <p>Gatekeeper</p> <p>Timeliness</p> <p>Run</p> <p>Prominence</p> <p>Proximity</p> <p>Conflict</p> <p>Impact</p> <p>Human interest</p> <p>Wire service</p> <p>Tip</p> <p>Budget</p> <p>Top story</p> <p>News hole</p> <p>News flow</p> <p>Cut</p> <p>Deadline</p> <p>Column inch</p> <p>News judgment</p> <p>Beat</p> <p>Local angle</p> <p>Localize</p> <p>Futures file</p>	<p>CC.8.6.11-12.B:</p> <p>CC.8.6.11-12.C:</p> <p>CC.8.6.11-12.D:</p> <p>CC.8.6.11-12.E:</p> <p>CC.8.6.11-12.F:</p> <p>CC.8.6.11-12.G:</p> <p>CC.8.6.11-12.H:</p> <p>CC.8.6.11-12.I:</p> <p>CC.1.4.9-10.A</p> <p>CC.1.4.9-10.E</p> <p>CC.1.4.9-10.I</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.G</p> <p>CC.1.4.9-10.J</p>

	<p>in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>		<p>columns.</p>		<p>article in various news sources; assess spin, language, and reliability.</p> <p>Various activities evaluating whether a topic is news worthy.</p> <p>BP Oil spill coverage/ President Obamas' speech comparison.</p> <p>Write a response explaining the student's research.</p> <p>Self-edit, peer edit, teacher evaluates final draft.</p>		
--	---	--	-----------------	--	--	--	--

					<div>Sources: NPR CNN FOX NY Times LA Times Pittsburgh Post-Gazette Pittsburgh Review Huffington Post The Guardian Chicago Sun Tribune Any other relevant news sources</div>		
--	--	--	--	--	---	--	--

Unit 3: The Interview

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a means of documenting thinking</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is</p>	<p>Why are speaking and listening essential for productive communication?</p> <p>What various ways do journalists document their work?</p> <p>How does journalism convey ideas, thoughts, and emotions?</p> <p>What different types of journalism are there & how is it tailored to the audience?</p>	<p>The student will....</p> <p>Recognize and explain the various methods of journalism</p> <p>Explain how journalism conveys ideas, thought, and emotions.</p> <p>Construct open-ended interview questions and conduct various interview styles.</p>	<p>Construct open-ended interview questions and conduct various interview styles.</p> <p>Format columns appropriately from the interviews.</p>	<p>Various teacher made activities and rubrics for conducting interviews.</p> <p>Types of interviews: human interest Student of the month Student athlete Classmate</p> <p>Chapter 5 of the Journalism Matters textbook, pages 88-110</p> <p>“Your Beat” Activities in Journalism</p>	<p>Interview</p> <p>Human element</p> <p>Primary source</p> <p>Secondary source</p> <p>5W’S and H</p> <p>Open-ended questions</p> <p>Yes-no questions</p> <p>Note-taking language</p> <p>Follow up questions</p> <p>Rapport</p> <p>Third person question</p> <p>Person on the street interview</p> <p>News conference</p>	<p>CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I:</p> <p>CC.1.4.9-10.A CC.1.4.9-10.E CC.1.4.9-10.I CC.1.4.9-10.H CC.1.4.9-10.G CC.1.4.9-10.J</p>

	<p>used to communicate and to deepen understanding.</p> <p>Spoken language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>		<p>Create appropriate columns for a variety of news styles.</p>		<p>Matters textbook</p> <p>Various interviews demonstrating strong and weak interview styles.</p> <p>Teacher devised unit test.</p> <p>Sources: NPR 60 Minutes Oprah Winfrey</p> <p>Any other relevant news sources</p>		
--	--	--	---	--	---	--	--

Unit 4: The Column and News Writing

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p> <p>Spoken</p>	<p>Why are speaking and listening essential for productive communication?</p> <p>What various ways do journalists document their work?</p> <p>How does journalism convey ideas, thoughts, and emotions?</p> <p>What different types of journalism are there & how is it tailored to the audience?</p>	<p>The Student Will Know....</p> <p>Appropriate leads</p> <p>Proper interview techniques</p> <p>Proper note taking, paraphrasing, and summarizing techniques</p>	<p>Develop and strengthen writing by revising, editing, and rewriting.</p> <p>Write routinely over extended time.</p> <p>Write columns in a variety of styles and purpose.</p> <p>Use subject appropriate vocabulary in their writing.</p>	<p>Chapters 10-12 of Journalism Matters Textbook Pages 227-281</p> <p>“Your Beat” Activities</p> <p>Suggested Columns: Feature Editorial School highlight Advice Political Local</p> <p>Teacher devised Unit Test</p>	<p>Chapter 10:</p> <p>Feature</p> <p>Sidebar</p> <p>News peg</p> <p>Profile</p> <p>Hook</p> <p>Focusing Structure</p> <p>Persona</p> <p>Chapter 11:</p> <p>Editorial</p> <p>Editorial page</p> <p>Masthead</p> <p>Op-ed page</p> <p>Editorial board</p> <p>Brainstorming</p> <p>Editorial that explains</p> <p>Editorial that evaluates</p> <p>Editorial that persuades</p> <p>Chapter 12:</p> <p>Column</p> <p>Syndicated</p>	<p>CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I:</p> <p>CC.1.4.9-10.A CC.1.4.9-10.E CC.1.4.9-10.I CC.1.4.9-10.H CC.1.4.9-10.G CC.1.4.9-10.J</p>

	<p>language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>					<p>Review Specialized column Jargon</p>	
--	---	--	--	--	--	---	--

Unit 5: Sports

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>LESSON/ ACTIVITY</p> <p>10 days</p>	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p>	<p>Why did sports become a culture in various countries?</p> <p>How do team loyalties divide or bring people together?</p>	<p>Sports vernacular</p> <p>How and when to use proper pacing in an article</p>	<p>Apply sports vocabulary to an article covering a televised or live event.</p> <p>Utilize fast paced action verbs.</p> <p>Write various sports articles, local and global.</p>	<p>Students conduct research into a chosen sport, educating their class on its history and growth.</p> <p>Chapter 13 in Journalism Matters textbook, pages 285-296</p> <p>“Your Beat” activities in Chapter 13</p>	<p>Backgrounding</p> <p>Advance</p> <p>Press row</p> <p>Press box</p> <p>Homer</p> <p>Clichés</p>	<p>CC.8.6.11-12.B:</p> <p>CC.8.6.11-12.C:</p> <p>CC.8.6.11-12.D:</p> <p>CC.8.6.11-12.E:</p> <p>CC.8.6.11-12.F:</p> <p>CC.8.6.11-12.G:</p> <p>CC.8.6.11-12.H:</p> <p>CC.8.6.11-12.I:</p> <p>CC.1.4.9-10.A</p> <p>CC.1.4.9-10.E</p> <p>CC.1.4.9-10.I</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.G</p> <p>CC.1.4.9-10.J</p>

	<p>Spoken language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>						
--	--	--	--	--	--	--	--

Unit 6: Reviews

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p>	<p>How do reviews give power of choice to the individual?</p> <p>How do reviews shape pop culture?</p>	<p>Unit vocabulary</p> <p>Persuasive speech and writing styles.</p>	<p>Students will utilize prior knowledge and review a book, film, tv show, play, and/ or exhibit.</p> <p>Construct articles using persuasive speech.</p>	<p>Teacher created rubrics and activities, depending on the time of year and availability of resources.</p> <p>Unit Test</p> <p>Examples of strong and weak reviews</p> <p>Blog and news sources relevant to the specific task and assignment</p>	Prior unit vocabulary	<p>CC.1.4.9-10.A</p> <p>CC.1.4.9-10.E</p> <p>CC.1.4.9-10.I</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.G</p> <p>CC.1.4.9-10.J</p>

	<p>Spoken language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>						
--	--	--	--	--	--	--	--

Unit 7: News Layout

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p>	<p>How does news layout affect a reader's interest and attention?</p> <p>How has news layout evolved since the first newspaper?</p> <p>How does psychology affect news layout?</p>	<p>The hierarchy of a newspaper</p> <p>Various news layout styles</p> <p>How the layout affects readers.</p>	Various teacher activities in Microsoft Publisher designed to assist and explore newspaper design.	<p>Chapters 15-16 in Journalism Matters Textbook, pages 300-373</p> <p>"Your Beat" Activities</p> <p>Contribute to the school newspaper, <i>The Cougar Times</i> on a regular basis.</p> <p>Videos on newspaper design (TED talks)</p> <p>Examples of strong design and weak design.</p>	<p>Art Rule Deck Gutter Tabloid Broadsheet Entry point Modular design Infographics Story package Teaser Flag Initial cap Internal margin Mug shot Standing head Cutline Index Jump line Refer Folio Subhead Photo credit</p>	<p>No standards available for art.</p> <p>Writing standards from previous unit apply.</p>

	<p>Spoken language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>				<p>Local newspapers to show hierarchy of news.</p>	<p>White space</p> <p>Pica</p> <p>Point</p> <p>Leg</p> <p>Bold face</p> <p>Italic</p> <p>Design</p> <p>Paste up</p> <p>Dummy</p> <p>Identity system</p> <p>Grid</p> <p>Dominant photo</p> <p>Tombstoning</p> <p>Bastard measure</p>	
--	--	--	--	--	--	---	--

Unit 8: Modern News

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and to deepen understanding.</p>	How has technology shaped and affected current news outlets?	<p>How technology has shaped and affected current news outlets.</p> <p>Appropriate methods of blogging and modern news journalism.</p>	<p>Create fake social media profiles and tweets (on paper)</p> <p>Students will create blogs, podcasts, and webcasts specific to a task and audience.</p>	<p>Various teacher gathered and created materials and resources.</p> <p>Teacher created rubrics specific to the task.</p> <p>Students will create blogs, podcasts, and webcasts specific to a task and audience.</p> <p>Unit test</p>	<p>Post Blog Blogger Web community Model t Podcast Vidcast RSS feed Golden nugget logging</p>	<p>CC.8.6.11-12.B: CC.8.6.11-12.C: CC.8.6.11-12.D: CC.8.6.11-12.E: CC.8.6.11-12.F: CC.8.6.11-12.G: CC.8.6.11-12.H: CC.8.6.11-12.I:</p> <p>CC.1.4.9-10.A CC.1.4.9-10.E CC.1.4.9-10.I CC.1.4.9-10.H CC.1.4.9-10.G CC.1.4.9-10.J</p>

	<p>Spoken language can be represented in print.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>						
--	--	--	--	--	--	--	--