

Audubon School District Curriculum
Board of Education Reapproval Date - June 2017

Content Area(s): Language Arts
Grade Level(s): 10-12
Unit Name: Journalism Theory
Timeline: 1-2 weeks
Curriculum Developer(s): Kulak

ENDURING UNDERSTANDINGS (Benchmarks):

An understanding of journalism, including its history, will enable me to analyze and validate journalistic work

An understanding of journalistic ethics the theory will allow me to produce quality work

Journalistic writing differs from other forms of writing I will produce

I can collect and process news from a variety of reputable sources

ESSENTIAL QUESTIONS:

What are the responsibilities of a journalist?

What are the ethics of journalism?

Is censorship required in a school newspaper?

How do we collect and process news? And determine reliable sources?

What are common/best practices for quality journalistic writing?

CONTENT

INSTRUCTION and ASSESSMENT

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STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
<p><u>NJSLS.ELA-Literacy.RI.11-12.4-6</u> <u>NJSLS.ELA-Literacy.RI.11-12.7-8</u> <u>NJSLS.ELA-Literacy.W.11-12.1 a-e</u> <u>NJSLS.ELA-Literacy.W.11-12.2a-f</u> <u>NJSLS.ELA-Literacy.W.11-12.4-6</u> <u>NJSLS.ELA-Literacy.W.11-12.8</u></p>	<p>Differentiate between journalistic writing and other forms of writing Judge newsworthiness Seek out and validate sources Determine how censorship laws apply to high school publications Develop strategies for effective journalistic writing</p>	<p>Journalistic writing differs from other forms of writing Validating newsworthiness is a crucial component of building a newspaper Understanding the language and history of journalism are necessary components of the process Censorship of high school journalism differs from that of professional publications Journalistic writing is process based</p>	<p>Read texts carefully and the ideas and issues in articles act as launching points for discussion Read textbook chapters for information Read newspaper and magazine articles of varying complexities Interpret and analyze content Notice form, shape, and style of writing Make connections between texts, noticing similarities and differences in writing style and voice Appreciate and notice the use of language precision and, when appropriate, humor of reporters Demonstrate understanding of assigned chapters in the textbook Reflect on issues and ideas, which are important to the student in his or her "On My Mind"</p>	<p>Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

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Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers
ELLs	<ul style="list-style-type: none">● Pre-teach new vocabulary and meaning of symbols● Embed glossaries or definitions● Provide translations● Connect new vocabulary to background knowledge● Provide flash cards● Incorporate as many learning senses as possible● Portray structure, relationships, and associations through concept webs● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none">● Creativity● Innovation● Critical Thinking● Problem Solving● Communication● Collaboration	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software