

# Kenilworth Public Schools

## Curriculum Guide

Content Area: Journalism  
Grade: 9-12  
BOE Approved: 7/11/2016

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Submitted by: Paul Weinstein  
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# Journalism - Grades 9-12 - Scope and Sequence

Unit 1- Introduction to News and its Concepts	Unit 2- News Writing	Unit 3- Feature Writing	Unit 4- Other Types of Articles	Unit 5- Final Project
Weeks 1-5	Weeks 6-10	Weeks 11-13	Weeks 14-17	Weeks 18-20
<p><i>Unit Description:</i> The study of what news is, along with an examination of First Amendment and ethical issues involved with news reporting.</p>	<p><i>Unit Description:</i> The study of how to go about gathering the proper information needed to write a news story, along with the proper way to format and compose the story itself.</p>	<p><i>Unit Description:</i> The study of the feature news story, its difference to a news story, and the proper way to format and compose the story itself.</p>	<p><i>Unit Description:</i> The study of non-news journalistic writings, including editorials, reviews, and special interest articles (sports, the arts, etc.)</p>	<p><i>Unit Description:</i> The culmination of all that was previously taught in the class, resulting in a final display of the students' knowledge.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Define what news is and is not, along with what makes a news story.</li> <li>• Analyze news sources for their credibility.</li> <li>• Demonstrate an understanding journalistic ethics in their writing</li> <li>• Understand the rights provided by the First Amendment and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop story ideas on the local, state, and national levels</li> <li>• Conduct appropriate interviews for writing a news story</li> <li>• Accurately utilize interviews and research to compose a news article</li> <li>• Write news articles that include all of the requirements and that</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop story ideas for feature articles</li> <li>• Conduct appropriate research and interviews for writing the feature article</li> <li>• Compose feature articles that include all requirements and are properly formatted/organized.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop story ideas for editorials, reviews, and special interest articles</li> <li>• Conduct appropriate research for writing editorials, reviews, and special interest articles.</li> <li>• Compose a properly written editorial</li> <li>• Compose a properly</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Create a short newspaper that demonstrates knowledge of the topics taught throughout the Journalism course.</li> </ul>

<p>apply them to their writing and reporting</p> <ul style="list-style-type: none"> <li>• Demonstrate news literacy by presenting examples that both meet and do not meet the criteria for news.</li> </ul>	<p>are properly formatted/organized.</p>		<p>written review</p> <ul style="list-style-type: none"> <li>• Compose a properly written special interest article.</li> </ul>	
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# Journalism – Unit One: Introduction to News and its concepts

## Unit One: Introduction to News and its Concepts

**Unit title:** Introduction to News and its Concepts

**Unit summary:** The study of what news is, along with an examination of First Amendment and ethical issues involved with news reporting.

**Primary interdisciplinary connections:** Social Studies

**21<sup>st</sup> Century Themes:** Global Awareness, Information Technology, Career Readiness

### Learning Targets

**NJSLS Standards:** W.9-10.1; W.9-10.2; W.9-10.4-8; L.9-10.1-3

#### Content Statements:

1	Writing argumentative and informative texts to analyze, examine or develop ideas using effective techniques, well-chosen details and well-structured event sequences
2	Producing and developing writing by planning, revising, editing and using technology to produce and publish writing
3	Demonstrating command of standard English grammar
4	Applying knowledge of language to understand how language functions in different contexts

**Big Idea:** Writing news stories requires an understanding of the different values of news and an understanding of the writer's ethical and constitutional responsibilities.

#### Unit Essential Questions:

- What values must a news story have?
- What are the ethical responsibilities of a news reporter?
- How does the First Amendment impact the news writer?
- What is news literacy?

#### Unit Enduring Understandings:

- A news story must have impact, weight, timeliness, proximity, prominence, conflict, novelty, and usefulness.
- A news reporter must be truthful, independent, accurate, accountable, and transparent, while attempting to minimize harm caused by the story.
- The First Amendment supplies freedom of speech and of the press, but these freedoms are not unlimited, especially in a school setting.
- News literacy is the ability to differentiate between fact and opinion, fake news and real news, and research-based stories and commercial-based stories.

<b>Unit Learning Targets</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain and apply news values to their selections of news stories</li> <li>• Write ethically when they report the news</li> <li>• Write news stories within the confines of the freedoms provided by the First Amendment</li> </ul>	

**Evidence of Learning**

**Summative Assessment:** Written news article

**Formative Assessments:**

- Homework; Class Discussion; Quizzes, Short Presentations.

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Have students write about why they feel a current news story is significant</li> <li>• Study the SPJ Code of Ethics and have students rank and reword the rules</li> <li>• Present students with ethical dilemmas in journalism and have them make and explain their decisions</li> <li>• Have students develop policies that a school newspaper must follow, taking into consideration their study of the First Amendment</li> <li>• Create a News Literacy Bingo presentation.</li> <li>• Write a news story focusing on meeting the 8 values of a news story that also meets the requirements of ethical responsibility and the First Amendment.</li> </ul> <p>• Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students:</p> <p>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.</p>	<p>Weeks 1-5</p>

<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding <ul style="list-style-type: none"> <li>•word walls</li> <li>•sentence frames</li> <li>•think-pair-share</li> <li>•cooperative learning groups</li> <li>•teacher think-aloud</li> </ul> </li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Microsoft Power Point  Microsoft Word/Goggle Docs  Handouts</p>	

# Journalism – Unit Two: News Writing

## Unit Two: News Writing

**Unit title:** News Writing

**Unit summary:** The study of how to go about gathering the proper information needed to write a news story, along with the proper way to format and compose the story itself.

**Primary interdisciplinary connections:** Social Studies

**21<sup>st</sup> Century Themes:** Global Awareness, Information Technology, Career Readiness

### Learning Targets

**NJSLS Standards:** RI.9-10.1,2,5, & 6; W.9-10.1; W.9-10.2; W.9-10.4-8; L.9-10.1-3

#### Content Statements:

1	Writing argumentative and informative texts to analyze, examine or develop ideas using effective techniques, well-chosen details and well-structured event sequences
2	Producing and developing writing by planning, revising, editing and using technology to produce and publish writing
3	Demonstrating command of standard English grammar
4	Applying knowledge of language to understand how language functions in different contexts
5	Read informative texts to understand the strategies and techniques writers use to get their messages across

**Big Idea:** News writing requires solid story ideas, a gathering of a variety of sources, and the ability to present the story in a way that allows the reader to get the point of the story.

#### Unit Essential Questions:

- What makes a good idea for a news story?
- What research is needed in order to write an effective news story?
- What does a news story look like?

#### Unit Enduring Understandings:

- A good idea for a news story must take into account the writer's audience, their needs and knowledge levels, and an understanding of what they will be most likely to read and relate to.
- News stories require the writer to have a full understanding of the topic on which he or she is writing, along with interviews of people involved with the news story.
- A news story must include a lede, the important details, and general information about the topic. It should be written in the inverted pyramid format.

## Unit Learning Targets

*Students will...*

- Develop ideas for local and state/national news stories
- Conduct interviews to get different perspectives on their news stories
- Write news stories using the inverted pyramid format.

## Evidence of Learning

**Summative Assessments:** Finalized local news story and state/national news story

**Formative Assessments:**

- Homework; Class Discussion; Quizzes, Short Presentations.

## Lesson Plans

### *Activities*

- Read sample articles from professional writers and evaluate them.
- Brainstorm story ideas on the local, state, and national levels
- Write interview questions for a news story
- Conduct interviews with class members and write a story based on their responses.
- Write ledes and headlines for different articles
- Peer critiques of students' articles
- Writing and editing time for students' articles
  
- Students with Disabilities, English Language Learners, and Gifted & Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

### *Timeframe*

Weeks 6-10



<ul style="list-style-type: none"> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding <ul style="list-style-type: none"> <li>•word walls</li> <li>•sentence frames</li> <li>•think-pair-share</li> <li>•cooperative learning groups</li> <li>•teacher think-aloud</li> </ul> </li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Microsoft Power Point  Microsoft Word or Google Docs  Handouts and printouts</p>	

# Journalism – Unit Three: Feature Writing

## Unit Three: Feature Writing

**Unit title:** Feature Writing

**Unit summary:** The study of the feature news story, its difference to a news story, and the proper way to format and compose the story itself.

**Primary interdisciplinary connections:** Social Studies

**21<sup>st</sup> Century Themes:** Global Awareness, Information Technology, Career Readiness

### Learning Targets

**NJSLS Standards:** RI.9-10.1,2,5, & 6; W.9-10.1; W.9-10.2; W.9-10.4-8; L.9-10.1-3

#### Content Statements:

1	Writing argumentative and informative texts to analyze, examine or develop ideas using effective techniques, well-chosen details and well-structured event sequences
2	Producing and developing writing by planning, revising, editing and using technology to produce and publish writing
3	Demonstrating command of standard English grammar
4	Applying knowledge of language to understand how language functions in different contexts
5	Read informative texts to understand the strategies and techniques writers use to get their messages across

**Big Idea:** Feature writing allows journalists to write about significant stories that are not part of the news and convey these stories in a meaningful way.

#### Unit Essential Questions:

- What is the difference between a feature story and a news story?
- What similarities are there between feature writing and news story writing?

#### Unit Enduring Understandings:

- Features are intended to evoke emotions in the reader and to provide significant stories that do not fall under the definition of hard news.
- Both require the development of ideas, research, interviews, and reporting.

#### Unit Learning Targets

*Students will...*

- Develop ideas for feature articles
- Conduct interviews to get information for their features
- Compose feature articles that evoke emotions and tell a compelling story.

## Evidence of Learning

**Summative Assessments:** Completed feature article

**Formative Assessments:**

- Homework; Class Discussion; Worksheets, Short Presentations.

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Read sample articles from professional writers and evaluate them.</li> <li>• Brainstorm story ideas for features</li> <li>• Write interview questions for their story ideas</li> <li>• Practice descriptive writing and showing rather than telling</li> <li>• Peer critiques of students' articles</li> <li>• Writing and editing time for students' articles</li>   <li>• Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students:</li> </ul> <p>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> </ul>	<p>Weeks 11-13</p>

<ul style="list-style-type: none"> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding <ul style="list-style-type: none"> <li>•word walls</li> <li>•sentence frames</li> <li>•think-pair-share</li> <li>•cooperative learning groups</li> <li>•teacher think-aloud</li> </ul> </li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Microsoft Power Point  Microsoft Word or Google Docs  Handouts and printouts</p>	

# Journalism – Unit Four: Other Types of Articles

## Unit Four: Other Types of Articles

**Unit title:** Other Types of Articles

**Unit summary:** The study of non-news journalistic writings, including editorials, reviews, and special interest articles (sports, the arts, etc.)

**Primary interdisciplinary connections:** Social Studies

**21<sup>st</sup> Century Themes:** Global Awareness, Information Technology, Career Readiness

### Learning Targets

**NJSLS Standards:** RI.9-10.1,2,5, & 6; W.9-10.1; W.9-10.2; W.9-10.4-8; L.9-10.1-3

#### Content Statements:

1	Writing argumentative and informative texts to analyze, examine or develop ideas using effective techniques, well-chosen details and well-structured event sequences
2	Producing and developing writing by planning, revising, editing and using technology to produce and publish writing
3	Demonstrating command of standard English grammar
4	Applying knowledge of language to understand how language functions in different contexts
5	Read informative texts to understand the strategies and techniques writers use to get their messages across

**Big Idea:** Editorials, reviews, and special interest articles allow journalists to express their opinions and write about specialized topics of interest to them.

#### Unit Essential Questions:

- What is an editorial/opinion article?
- What is a review?
- What special interest articles can be written?

#### Unit Enduring Understandings:

- Editorials/Opinion articles express the journalist's opinion about significant current events, often to advocate change or to point out that a problem exists.
- Reviews express the journalist's opinion about a specific artistic work, with sound reasoning provided as support for the opinion.
- Special interest articles can be written about a variety of topics, including sports, the arts, food, literature, and technology, to name a few.

<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Develop ideas for editorials, reviews, and special interest articles</li> <li>• Conduct research in order to write their articles effectively</li> </ul>	

**Evidence of Learning**

**Summative Assessments:** Completed editorial, review, and special interest article

**Formative Assessments:**

- Homework; Class Discussion; Worksheets, Short Presentations.

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Read sample articles from professional writers and evaluate them.</li> <li>• Brainstorm story ideas for features</li> <li>• Conduct research and complete planning</li> <li>• Peer critiques of students' articles</li> <li>• Writing and editing time for students' articles</li> </ul> <p>• Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students:</p> <p>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Weeks 14-17</p>

<p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding <ul style="list-style-type: none"> <li>•word walls</li> <li>•sentence frames</li> <li>•think-pair-share</li> <li>•cooperative learning groups</li> <li>•teacher think-aloud</li> </ul> </li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Microsoft Power Point  Microsoft Word or Google Docs  Handouts and printouts</p>	

# Journalism – Unit Five: Final Project

## Unit Five: Final Project

**Unit title:** Final Project

**Unit summary:** The culmination of all that was previously taught in the class, resulting in a final display of the students' knowledge.

**Primary interdisciplinary connections:** Social Studies

**21<sup>st</sup> Century Themes:** Global Awareness, Information Technology, Career Readiness

### Learning Targets

**NJSLS Standards:** W.9-10.1; W.9-10.2; W.9-10.4-8; L.9-10.1-3

#### Content Statements:

1	Writing argumentative and informative texts to analyze, examine or develop ideas using effective techniques, well-chosen details and well-structured event sequences
2	Producing and developing writing by planning, revising, editing and using technology to produce and publish writing
3	Demonstrating command of standard English grammar
4	Applying knowledge of language to understand how language functions in different contexts

**Big Idea:** A newspaper combines many different types of articles and elements to come together as a complete work.

#### Unit Essential Questions:

- What makes a newspaper complete?
- How can a newspaper appeal to a wide variety of people?

#### Unit Enduring Understandings:

- A complete newspaper is made up of a wide variety of articles about a wide variety of topics.
- A newspaper can appeal to a wide variety of people by having articles about national, local, and special interest topics.

#### Unit Learning Targets

*Students will...*

- Utilize their knowledge of how to write the different types of newspaper articles by planning and creating a newspaper of their own
- Utilize Microsoft Publisher or Google Docs to create their newspapers

### Evidence of Learning



**Summative Assessment:** Completed newspaper

**Formative Assessments:**

- Homework; Class Discussion; Drafts of Writing.

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Instruction in using Microsoft Publisher to create a newspaper</li><li>• Planning and composition time for the creation of each student's newspaper</li><li>• <b>Culminating Activity:</b> Publication of each student's newspaper, which must include examples of national news, local news, feature, editorial, and special interest articles.</li></ul> <p>• Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students:</p> <p>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"><li>• Use of visual and multisensory formats</li><li>• Use of assisted technology</li><li>• Use of prompts</li><li>• Modification of content and student products</li><li>• Testing accommodations</li><li>• Authentic assessments</li></ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"><li>• Adjusting the pace of lessons</li><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher-order thinking skills</li><li>• Interest-based content</li></ul>	Weeks 18-20

<ul style="list-style-type: none"> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding <ul style="list-style-type: none"> <li>•word walls</li> <li>•sentence frames</li> <li>•think-pair-share</li> <li>•cooperative learning groups</li> <li>•teacher think-aloud</li> </ul> </li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>Microsoft Publisher Planning handouts</p>	<p>Students should utilize notes from throughout the semester for how to compose the different types of articles they will choose to put in their papers.</p>