

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Journalism I

October 2015

Approved by the Board of Education
November 2015

New Milford Board of Education

Angela C. Chastain, Chairperson
Dave Littlefield, Vice Chairperson
Wendy Faulenbach, Secretary
David A Lawson, Assistant Secretary
Robert Coppola
David R. Shaffer
Daniele Shook
John W. Spatola
Theresa Volinski

Superintendent of Schools

Dr. JeanAnn C. Paddyfote

Deputy Superintendent

AooJoshua Smith

New Milford High School Principal

Greg P. Shugrue

Author of Course Guide

Rick Casagrande
Ashley Gomes

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Journalism I

Journalism I is a semester course for students who wish to acquire journalistic writing skills in the areas of hard news, editorial, sports, and feature writing. Students receive instruction in mechanics and grammar of standard written English, as well as discuss the ethical concerns regarding copyright and journalism law. Additionally, students survey the history of newspapers, radio television, and digital communications and critically examine broadcast television news. Upon successful completion of Journalism I, students are able to continue their studies in Journalism II. All senior electives include the core text reading requirement and, in the fall semester, the “writing the college essay assignment.” Students may also choose to participate in the summer reading activity.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Survey of Media Outlets	2	7-8
2	Media Law and Ethics	2-3	9-11
3	Sources of Information and Interviews	2-3	12-14
4	Writing for News Media	2-3	15-17
5	History of Print	1-2	18-20
6	History of Newspaper	2	21-23
7	History of Radio & Broadcasting	2	24-26
8	History of Television and Cable	2	27-29
9	Magazines and Tabloids	2	30-32
10	Future Media Sources	1	33-36

Key For Common Core State Standards

RL – Reading Literature Standard

RI – Reading Informational Texts Standard

L – Language Standard

SL – Speaking and Listening Standard

W – Writing Standard

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 1: Survey of Media Outlets	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● There are a variety of mass media outlets, such as: <ul style="list-style-type: none"> - independent, alternative, broadcast, public, Internet, satellite, corporately owned media, ● There are various purposes of these mass media outlets in order to reach different audiences 	<ul style="list-style-type: none"> ● What is mass media? ● What is Journalism? ● What is the purpose of Journalism?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to conduct research ● Work with group members Students will be able to do the following: <ul style="list-style-type: none"> ● Survey a variety of online, print, and broadcast media news sources ● Work with group members in order to conduct research and create a presentation 	
Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity 	

Technology Competencies	
<ul style="list-style-type: none"> ● Use of Google Slides or Prezi in order to collaborate with peers ● Online research 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from the opening chapter of the textbook for close reading. ● Provide students with nonfiction articles for close reading and annotation. ● Place students in cooperative groups to research various media outlets. ● Provide time to use the computer for research and presentation 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles ● Participate in whole-class group discussion ● Work within groups to research given media outlet in order to create a presentation
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Each group will teach and/or inform the class about their given media outlet</p> <p>Role: Teacher</p> <p>Audience: Classmates</p> <p>Situation: Collaborative group work</p> <p>Product or Performance: Presenting research through Google Slides or Prezi</p> <p>Standards for Success: NMHS oral presentation rubric</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading
Suggested Resources	
<ul style="list-style-type: none"> ● Journalism I textbook ● Various print and non-print news sources ● iConn.org, npr.org, cnn.org, etc. 	

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 2: Media Law and Ethics	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2-3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Journalists should avoid libelous writing. ● Journalists must abide by the freedom of information act (foia) ● Journalists should align their decisions with the society of professional journalists' code of ethics ● The first amendment shaped modern journalism 	<ul style="list-style-type: none"> ● What are the rights of a journalist? ● What are the responsibilities of a journalist? ● What laws must a journalist abide by? ● What is libelous writing?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● how to conduct effective research ● work with group members to achieve a desired result ● various mass media sources available for research ● key terms and concepts such as: ethics, censorship, plagiarism, obscenity, attribution, copyright 	
Students will be able to do the following: <ul style="list-style-type: none"> ● Survey a variety of online, print, and broadcast media news sources ● Work with group members in order to conduct research and create a presentation ● Define various aspects of ethics in mass media sources 	

- Identify and analyze various aspects of ethics in mass media sources
- Research the Journalist code of ethics and apply it to their own writing
- Understand the Freedom of Information Act and other First Amendment landmark supreme court decisions

Character Attributes

- Cooperation
- Integrity

Technology Competencies

- Use of Google Drive in order to collaborate with peers
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:

- Generate a class-wide “Code of Ethics” for Journalism Portfolios
- Provide students with “Know Your Rights” handouts from the Student Press Law Center online site
- Present teacher presentation PowerPoint slides provided by the Student Press Law Center online site
- Research and choose items from the Lesson Plans section of the Student Press Law Center online site
- Provide students with nonfiction articles for close reading and annotation.
- Place students in cooperative groups to research various key terms and their meaning
- Provide time to use the computer for research

Learning Activities:

- Complete the student quizzes provided on the Student Press Law Center site.
- Research the key terms and concepts for this unit and apply them to close reading and analysis of articles.
- Examine student press ethics such as: Tinker v. Des Moines, censorship, Hazelwood, privacy rights and laws, libel and sedition, fair use doctrine, shield laws, fourth estate .
- Close reading, annotation and analysis of textbook and nonfiction articles.
- Participate in whole-class group discussion.
- Create an ongoing portfolio of written work and assess whether or not the code of ethics was followed.

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will understand that their decisions and written work must align with the rights and responsibilities of a journalist.</p> <p>Role: Journalist for a mass media outlet</p> <p>Audience: Classmates</p> <p>Situation: Office debate</p> <p>Product or Performance: Presenting research through oral presentation and written analysis. Students will be paired in groups of two. Each group will choose a controversial topic (can be provided to students) and conduct research on this topic. The group will need to write an article on the topic and write an analysis on whether or not this article should be published. They will hold a debate in front of the class acting as a journalist and a boss, one for publishing the story and another for not publishing the story, debating the pros and cons of publishing the story.</p> <p>Standards for Success: NMHS oral presentation rubric & Journalism Rubric</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading
Suggested Resources	
<ul style="list-style-type: none"> ● Journalism I textbook ● Various print and non-print news sources ● iConn.org, npr.org, cnn.org, etc. ● Society of Professional Journalists - http://www.spj.org/ethicscode.asp ● Freedom of Information Act - http://www.foia.gov/ ● Student Press Law Center - http://www.splc.org/ 	

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 3: Sources of Information and Interviews	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2-3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Journalists should avoid libelous writing. ● Journalists must abide by the Freedom of Information Act (FOIA). ● Journalists should align their decisions with the society of professional journalists' code of ethics. ● The first amendment shaped modern journalism. 	<ul style="list-style-type: none"> ● What are the rights of a journalist? ● What are the responsibilities of a journalist? ● What laws must a journalist abide by? ● What is libelous writing?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● How to conduct effective research. ● Work with group members to achieve a desired result. ● Various mass media sources available for research. ● Key terms and concepts such as: ethics, censorship, plagiarism, obscenity, attribution, copyright. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Survey a variety of online, print, and broadcast media news sources ● Work with group members in order to conduct research and create a presentation. 	

- Define various aspects of ethics in mass media sources.
- Identify and analyze various aspects of ethics in mass media sources.
- Research the Journalist code of ethics and apply it to their own writing.
- Understand the Freedom of Information Act and other First Amendment landmark Supreme Court decisions.

Character Attributes

- Cooperation
- Integrity

Technology Competencies

- Use of Google Drive in order to collaborate with peers
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:

- Generate a class-wide “Code of Ethics” for Journalism Portfolios
- Provide students with “Know Your Rights” handouts from the Student Press Law Center online site
- Present teacher presentation PowerPoint slides provided by the Student Press Law Center online site
- Research and choose items from the Lesson Plans section of the Student Press Law Center online site
- Provide students with nonfiction articles for close reading and annotation.
- Place students in cooperative groups to research various key terms and their meaning
- Provide time to use the computer for research

Learning Activities:

- Complete the student quizzes provided on the Student Press Law Center site
- Research the key terms and concepts for this unit and apply them to close reading and analysis of articles
- Examine student press ethics such as: Tinker v. Des Moines, censorship, Hazelwood, privacy rights and laws, libel and sedition, fair use doctrine, shield laws, fourth estate
- Close reading, annotation and analysis of textbook and nonfiction articles
- Participate in whole-class group discussion
- Create an ongoing portfolio of written work and assess whether or not the code of ethics was followed

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will understand that their decisions and written work must align with the rights and responsibilities of a journalist.</p> <p>Role: Journalist for a mass media outlet</p> <p>Audience: Classmates</p> <p>Situation: Office debate</p> <p>Product or Performance: Presenting research through oral presentation and written analysis. Students will be paired in groups of two. Each group will choose a controversial topic (can be provided to students) and conduct research on this topic. The group will need to write an article on the topic and write an analysis on whether or not this article should be published. They will hold a debate in front of the class acting as a journalist and a boss, one for publishing the story and another for not publishing the story, debating the pros and cons of publishing the story.</p> <p>Standards for Success: NMHS oral presentation rubric & Journalism Rubric</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading
Suggested Resources	
<ul style="list-style-type: none"> ● Journalism I textbook ● Various print and non-print news sources ● iConn.org, npr.org, cnn.org, etc. ● Society of Professional Journalists - http://www.spj.org/ethicscode.asp ● Freedom of Information Act - http://www.foia.gov/ ● Student Press Law Center - http://www.splc.org/ 	

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 4: Writing for News Media	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2-3 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● There are different audiences and roles of a newspaper. ● News articles must meet the needs of its specific genre of readers. ● Writing styles must vary in order to achieve the overall purpose for the news article. ● There are differences between an online news site and a print newspaper. ● A news article must adhere to the journalism code of ethics and remain professional. 	<ul style="list-style-type: none"> ● How does a newspaper or online news site inform its readers? ● How does a journalists' style of writing vary for specific audiences and genres? ● What are the purposes of print and online media?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● how to conduct effective research ● work with group members to achieve a desired result ● various mass media sources available for research ● key terms and concepts such as: hard news, soft news, subjective, objective, feature article, editorial, balance, persuasion, forum, op-ed, inverted pyramid, lead, headline <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● examine and evaluate various newspapers in print and online sites 	

- apply the concept of the inverted pyramid when writing news articles
- analyze the effectiveness of the inverted pyramid in various newspapers in print and online
- demonstrate an understanding of leads and headlines for various purposes
- understand the author's purpose for writing the article and the audience of the article
- write hard news articles, editorials, entertainment/sports articles, and feature articles

Character Attributes

- Cooperation
- Integrity
- Respect

Technology Competencies

- Use of Google Drive
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:

- Provide students with nonfiction articles for close reading and annotation.
- Place students in cooperative groups to research various key terms and their meaning
- Provide time to use the computer for research
- Assign various readings from the "news, information, and media literacy" section of www.schooljournalism.org

Learning Activities:

- Write various articles including: hard news, editorials, entertainment/sports, and feature
- Evaluate the effectiveness of an article based on the author's use of the inverted pyramid
- Students will participate in class discussions
- Assessments based on key terms and vocabulary
- Compare and contrast various leads and headlines in order to determine their effectiveness for the overall purpose of the article and audience
- Examine the layout of various types of articles using new vocabulary and key terms

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will demonstrate their understanding of writing for various purposes.</p> <p>Role: Journalist for a mass media outlet</p> <p>Audience: Classmates</p> <p>Situation: Newspaper editorial board</p> <p>Product or Performance: Students will sit in a “conference room” set-up. One person (possibly the teacher) will act as the lead editor of a newspaper. Students will discuss and assign various article topics (thus leading to a specific type of article genre for writing) for the WAVE Review.</p> <p>Standards for Success: NMHS Journalism Rubric</p>	<ul style="list-style-type: none"> ● Participation in class discussion and responses ● Vocabulary assessments ● Written responses and homework assignments ● Performance on written articles using Journalism Common Core aligned rubric

Suggested Resources

<ul style="list-style-type: none"> ● Journalism I textbook ● Various print and non-print news sources ● iConn.org, npr.org, cnn.org, etc. ● Society of Professional Journalists - http://www.spj.org/ethicscode.asp ● www.jea.org ● 21st Century Youth Journalism - www.schooljournalism.org ● Associated Press - www.ap.org
--

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 5: History of Print	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 1-2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Media has changed throughout history, but its overall purpose, to inform the general public, has remained the same. ● Media in the 21st century has evolved from the literacy foundations laid in medieval Europe, England, colonial America, and present day America. ● Media provides the opportunity for citizens to have a place to hold public forums for open discussions and exchange of ideas. 	<ul style="list-style-type: none"> ● How does understanding the history of journalism influence us as journalists? ● What is the role of print and online news in a democratic society? ● How has media helped shape our ability to have public forums for open discussions and exchange of ideas?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to conduct effective research. ● Work with group members to achieve a desired result. ● Various mass media sources available for research. ● Key terms and concepts such as: papyrus, vellum, moveable type, linotype, illuminated manuscripts, codex, dime novels, pulp fiction, printing press, publishing houses. 	

Students will be able to do the following:

- Review various advances and intentions in the history of printing
- Examine the spread of literacy in medieval Europe, England, colonial America, and present day America
- Examine various printing techniques and materials (i.e. papyrus, typewriters, etc.)

Character Attributes

- Cooperation
- Integrity
- Respect

Technology Competencies

- Use of Google Drive
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:

- Provide students with nonfiction articles for close reading and annotation.
- Place students in cooperative groups to research various key terms and their meaning.
- Provide time to use the computer for research.
- If possible, show examples of various printing resources (papyrus, typewriter, manuscripts, etc.).
- Create a WebQuest for students to complete in order to gather information about the history of print.

Learning Activities:

- Write various articles including: hard news, editorials, entertainment/sports, and feature.
- Create a presentation on one (or more) of the key terms and concept for the unit in order to teach the class about the term or concept..
- Engage in an online WebQuest to search for information about the history of print in medieval Europe, England, colonial America, and present day America.

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Students will demonstrate their understanding of how media in the 21st century has evolved from the literacy foundations laid in medieval Europe, England, colonial America, and present day America

Role: Teacher

Audience: Classmates

Situation: Teaching the class about the evolution of print

- Participation in class discussion and responses
- Vocabulary assessments
- Written responses and homework assignments
- Performance on written articles using Journalism Common Core aligned rubric

Product or Performance: Students will create a presentation about an aspect of the evolution of print and how it has shaped media in the 21st century using an online collaborative site (Google Slides, Prezi, Animoto, etc.).

Standards for Success: NMHS Oral presentation rubric

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- Society of Professional Journalists - <http://www.spj.org/ethicscode.asp>
- www.jea.org
- 21st Century Youth Journalism - www.schooljournalism.org
- Associated Press - www.ap.org

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 6: History of Newspaper	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Newspapers exist in multiple forms including handbills from Julius Caesar to the New York Journal ● The evolution of newspapers in America is a historical and ongoing process 	<ul style="list-style-type: none"> ● What is the first accredited newspaper in America? ● How did the original newspapers evolve into what is now known as newspaper chains? ● What is the difference between objective journalism and advocacy journalism?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● How to conduct research. ● Work with group members. ● How to identify advertisements in newspapers. ● Key terms and concepts: partisan press, penny papers, wire services, yellow journalism, objective journalism, sensationalism, advocacy journalism, beat system, advertising, newspaper chains. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Examine and evaluate yellow journalism, objective journalism, and advocacy journalism in newspapers. <p>Work with group members in order to research and evaluate the history of a newspaper.</p>	

Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity ● Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> ● Online research 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from various newspapers and handbills ● Provide students with examples of historical articles and nonfiction articles ● Place students in cooperative groups to research aspects of the history of journalism ● Provide time to use the computer for research and presentation 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles ● Participate in whole-class group discussion ● Work within groups to gather important information vital to objective journalism ● Assessments based on key terms and concepts ● Examine the history and evolution of various newspapers throughout the world
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Each student will write an article for an informational magazine, such as TIME, focusing on the history of a certain newspaper.</p> <p>Role: Journalist</p> <p>Audience: Teacher, magazine subscriber</p> <p>Situation: Individual research and writing</p> <p>Product or Performance: column in informational magazine</p> <p>Standards for Success: Common Core Aligned Article Rubric for Journalism</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 7: History of Radio & Broadcasting	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Radio and broadcasting played an essential role in the evolution of journalism. ● Radio and broadcasting has evolved from telegraph and Morse code to AM, FM, XM radio. 	<ul style="list-style-type: none"> ● What is broadcasting? ● What is the difference between broadcast journalism and print journalism? ● How effective is broadcast journalism as opposed to other types of journalism?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● How to conduct research. ● Work with group members. ● How to speak in an effective, communicative manner. ● Key terms and concepts: telegraph, morse code, electromagnetic waves, radio waves, broadcasting, narrowcasting, AM, FM, XM, network. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Identify the differences in am, FM, and XM broadcasting. ● Work with group members in order to conduct research and create a podcast. 	

Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity ● Respect ● Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> ● Use of Google Slides or Prezi in order to collaborate with peers ● Online research ● Examining and evaluating a variety of podcasts 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from the relative chapter of the textbook for close reading. ● Provide students with nonfiction articles for close reading and annotation. ● Place students in cooperative groups to research the history of radio and broadcasting. ● Provide time to use the computer for research and generating podcast. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles. ● Listening and evaluating to radio broadcasts and podcasts. ● Participate in whole-class group discussion. ● Work within groups to research given media outlet in order to create a podcast.
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Each group will create a podcast on a subject matter of relevance</p> <p>Role: Journalist</p> <p>Audience: Classmates, subscribers</p> <p>Situation: Collaborative, presenting of information and discussion</p> <p>Product or Performance: Podcast</p> <p>Standards for Success: NMHS oral presentation rubric</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 8: History of Television and Cable	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● The invention and evolution of television in America highly influenced the journalism industry ● The competition amongst television networks creates a ratings cycle that effects the quality and accountability of the news outlet 	<ul style="list-style-type: none"> ● How has broadcast and radio journalism influenced television and cable journalism? ● How has television journalism affected the gathering of information in America? ● What is the overall reception of television and cable journalism compared with other outlets?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● How to conduct research. ● Work with group members. ● How to visually and orally present information to an audience. ● Key terms and concepts: kinescope, vhf, uhf, cathode ray tube, f.c.c., analog, digital, cable industry, satellite uplink/downlink, national television systems Committee (NTSC), Neilson Ratings, Network Era, Affiliate Stations. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Identify the effectiveness of television journalism. ● Work with group members in order to conduct research and a television segment 	

Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity ● Respect ● Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> ● Watching news broadcasts from various networks and station ● Online research ● Examining and evaluating a variety of programs ● Filming a group television broadcast 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from the relative chapter of the textbook for close reading. ● Provide students with nonfiction articles for close reading and annotation. ● Provide students with examples of television news broadcasts and behind the scenes excerpts ● Place students in cooperative groups to research the history of radio and broadcasting ● Provide time to use the computer for research and generating podcast 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles ● Watching and evaluating the movie, <i>Broadcast News</i> ● Participate in whole-class group discussion ● Work within groups to research given media outlet in order to create a podcast
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Each group will film a television-like segment on a given subject</p> <p>Role: Newscasters</p> <p>Audience: Classmates, teacher</p> <p>Situation: Collaborative, presenting of information and discussion</p> <p>Product or Performance: Television broadcast</p> <p>Standards for Success: NMHS oral presentation rubric</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- www.schooljournalism.org

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 9: Magazines and Tabloids	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● The invention and evolution of magazines and tabloids in America have affected the field of journalism, specifically within the newspaper field. ● The credibility and trustworthiness of magazines and tabloids are to be questioned and analyzed. ● Photojournalism can deliver messages of equal importance as print journalism. 	<ul style="list-style-type: none"> ● What is the difference between newspaper and magazine journalism and tabloid journalism? ● How have magazines helped the delivery of information, reliable or unreliable, to people? ● What are the different purposes of magazines? ● Who are the target audiences of magazines? ● How does the target audience affect the quality of journalism?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● How to conduct research ● How to read magazines with the purpose of analysis and synthesis ● Key terms and concepts: muckraking, general-interest magazine, photojournalism, regional editions, demographic editions, newsletters, supermarket tabloid, webzines, special interest magazine, advertising revenues 	
Students will be able to do the following: <ul style="list-style-type: none"> ● Distinguish between general interest magazines, special interest magazines, supermarket tabloids, newsletters, and webzines 	

<ul style="list-style-type: none"> ● Gather information from a variety of magazine sources in order to assess credibility 	
Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity ● Respect ● Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> ● Accessing websites that serve as online magazines (webzines) ● Online research 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from the relative chapter of the textbook for close reading. ● Provide students with nonfiction articles for close reading and annotation. ● Provide students with examples of articles from all genres of magazines and tabloids. ● Provide time to use the computer for research and article drafting. ● Highlight the relationship between powerful photos and the message they convey. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles. ● Reading and evaluating magazine articles with focus on author's purpose, intent, and target audience. ● Participate in whole-class group discussion.
Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Each student will compose a magazine article complete with appropriate and relevant photos that coincide with the content.</p> <p>Role: Journalist, photographer</p> <p>Audience: Teacher</p> <p>Situation: Pairing photojournalism with print journalism in the form of delivering a message</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading

Product or Performance: Magazine/tabloid article complete with photos: CCSS Informational-Explanatory Writing Rubric

Standards for Success: CCSS Informational-Explanatory Writing Rubric

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- www.schooljournalism.org

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 10: Future Media Sources	Course/Subject: Journalism I Grade Level: 10-12 # of Weeks: 1 week
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.11-12.1 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. ● SL.11-12.1 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. ● SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Journalism is an ever-expanding field with much potential for future innovation. ● Mediums of journalism such as Internet, newspapers, radio, and television will continue to develop new means of communication. 	<ul style="list-style-type: none"> ● Why is it important to continue to develop journalism? ● How has journalism grown from its introduction to the current state? ● What can still be improved upon to make journalism more effective?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> ● How to conduct research. ● How to determine what kind of journalism is appropriate for a respective audience. ● Key terms and concepts: newsgroups, internet service providers, fiber-optic cable, spyware, cookies, e-commerce, HTML, spam, blog. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● expand upon the knowledge gained in previous units in order to assess and analyze the current and future state of journalism ● evaluate and analyze the effect of blogs in the current and future state of journalism. 	

Character Attributes	
<ul style="list-style-type: none"> ● Cooperation ● Integrity ● Respect ● Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> ● Accessing blogs through the use of the internet ● Online research 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Highlight passages from the relative chapter of the textbook for close reading. ● Provide students with nonfiction articles for close reading and annotation. ● Provide students with examples of articles about the future of journalism ● Provide students the access to informational, personal, and general blogs ● Provide time to use the computer for research and article drafting 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Close reading, annotation and analysis of textbook and nonfiction articles ● Reading and evaluating nonfiction articles and blogs ● Participate in whole-class group discussion
Assessments for UNIT 10	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Each student will create a blog that focuses on the material studied throughout the course. Students will share articles they have read, photos they have captured, writings they have completed, and reflective pieces on the course.</p> <p>Role: Blogger</p> <p>Audience: Teacher, students who will take the course in the future</p> <p>Situation: Practicing a new and upcoming technique in journalism (blogging) while reflecting on the work they have done throughout the semester.</p>	<ul style="list-style-type: none"> ● Whole-Class discussion participation ● Conduct during group research ● Annotations of required reading

Product or Performance: Blog Standards for Success: Teacher generated rubric aligned with CCSS standards	
Suggested Resources	
<ul style="list-style-type: none">• Journalism I textbook• Various print and non-print news sources• iConn.org, npr.org, cnn.org, etc.	