

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Intro to Journalism	English	10th-12th	.5
Course Description:			
<p>This course will acquaint students with a variety of journalistic activities including an exploration of the responsibilities, resources, and tools needed to identify newsworthy topics, research different views/angles of a topic, and write or report pieces that are unbiased and ethical. Students will develop critical thinking skills and engage with others who have differing or similar values/beliefs. Students taking this course should be recommended by an English teacher.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> None 		<p>MEDIA LITERACY</p> <ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purpose Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> English 1 		<ul style="list-style-type: none"> Intro to Journalism Equity Audit 	
Unit Links			
<p>Unit 1: Intro to Journalism Unit 2: Genres of Journalism Unit 3: Investigative Reporting</p>			

Unit 1: Intro to Journalism

Overview

Relevant Standards: **Bold indicates priority**

- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Overview

In this short, introductory unit, students are introduced to the fundamental purpose, rights, and responsibilities of the journalistic profession. Students consider different means by which journalists determine what is newsworthy, as well as ethical dilemmas that may arise in the profession, first amendment protections for journalists, expectations of objectivity, and differing levels of professionalism that exist in the media landscape.

Essential Question(s):

- What makes a story newsworthy?
- What are the rights and responsibilities of journalists?

Enduring Understanding(s):

- Journalists determine the newsworthiness of a topic by examining specific values: timeliness, impact, proximity, controversy, prominence, currency, and oddity, but different journalists may emphasize some values over others, leading to differing interpretations of what makes a story newsworthy.
- Journalism is a fundamental element of a democratic society. The U.S. Constitution protects the rights of journalists so that the government is held accountable and citizens are informed. With these rights come responsibilities to ensure objectivity and accuracy, limit misinformation to protect the integrity of the news. Journalists are also bound by a professional code of ethics, but the application of the code of ethics is still sometimes open to interpretation.

Demonstration of Learning:	
<ul style="list-style-type: none"> Summative assessment includes multiple-choice questions as well as open-ended responses. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> In future units, students examine and undertake the work of journalists by reading, researching, and drafting their own articles. As they do so they will draw upon the rights and responsibilities introduced in this unit.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> Journalism U1 Family Overview 	<ul style="list-style-type: none"> 3 weeks (6 lessons, 1 flex day)
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Supreme Court Case Studies
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Students may have encountered similar supreme court cases, and will have considered First Amendment rights, in Civics and/or Law and Justice 	<ul style="list-style-type: none"> Students may treat all news (professional, citizen, etc.) equally and may not appreciate the professional standards and rigorous nature of ethical journalism. Students may take for granted the importance of a free press in a democratic society.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<ul style="list-style-type: none"> CONSIDERATION 3.1 Connect prior knowledge to new learning 	<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g. drawing on prior learning involving text structure/organization) Pre-teach critical prerequisite concepts through demonstration or models Bridge concepts with relevant analogies and metaphors

- Make explicit cross-curricular connections (e.g., drawing upon prior examples of First Amendment tensions in Modern American History, such as Schenck v. United States)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
 - Level 1: With prompting and supports, actively listen to others during discussions of ethical dilemmas and respond to simple yes/no questions and some wh- questions
 - Level 2: with prompting and supports, actively listen to others during short discussions of ethical dilemmas and respond to simple questions and wh questions
 - Level 3: with guidance and supports, participate in short discussions of ethical dilemmas by building on the ideas of others, expressing their own ideas, asking/answering questions, and adding relevant information
 - Level 4: participate in discussions of ethical dilemmas, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify ideas and conclusions.
 - Level 5: participate in discussions of ethical dilemmas, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe others' reasoning.

Unit 1: Introduction to Journalism

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	What is News?	<ul style="list-style-type: none"> I can analyze and compare the newsworthiness of multiple stories by using the eight news values. 	Prominent Proximity Magnitude	News News values Newsworthiness
2	Ethics of Journalism	<ul style="list-style-type: none"> I can analyze an ethical dilemma using the SPJ Code of Ethics 	Ethical Dilemma Morals Integrity	SPJ Code of Ethics
3	First Amendment Cases	<ul style="list-style-type: none"> I can explain the rights of journalists protected by the First Amendment and their importance in a democratic society. 		First Amendment Freedom of the Press Freedom of Information Prior Restraint Reckless Disregard Scholastic Journalism Hazelwood v. Kuhlmeier New York v. Sullivan Branzburg v. Hayes New York Times v. U.S. Gertz v. Robert Welch
4	Opinion vs. Facts (Objectivity vs. Editorial)	<ul style="list-style-type: none"> I can evaluate the differences between an opinion piece and a news story. 	Objective Subjective	Source Bias Credibility Editorial
5	Professional vs Citizen Journalists	<ul style="list-style-type: none"> I can compare the rights, responsibilities, and impact of professional journalists, influencers, and ordinary citizens. 		Fact Checking Misinformation Disinformation
6	Assessment			
7	Flex			

Unit 2: Genres of Journalism

Overview

Relevant Standards: **Bold indicates priority**

- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Overview

In this unit, students briefly explore a range of news genres. They read and analyze examples of news stories, feature stories, opinion writing, sports journalism, and entertainment news in order to more deeply understand the unique conventions of each genre as well as the characteristics of quality writing that unite them all. Students also write short drafts of each genre before choosing one of these drafts to develop, polish, and publish in the school newspaper.

Essential Question(s):

- What distinguishes different genres of journalism? How are they similar, and how are they different?

Enduring Understanding(s):	
<ul style="list-style-type: none"> Strong journalistic writing is built on a foundation of critical analysis and ethical integrity, combining accurate research, clear organization, and compelling storytelling to engage audiences and provoke thought, regardless of the medium or platform. Different types of journalism—such as news, feature, opinion, lifestyle, sports, and entertainment—have unique structures, purposes, and audiences. Each type is shaped by its goal: to inform, entertain, persuade, or inspire, and follows specific guidelines and conventions that are often unique to that genre. Understanding these differences helps journalists create content that effectively engages their audience and serves its intended purpose. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Single Genre Article for Publication 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> After identifying what makes an event newsworthy in the prior unit, students will explore how authors write about newsworthy events in a variety of genres 	<ul style="list-style-type: none"> Students will have been introduced to an “inverted pyramid” structure writing introductions in middle school In this unit, students examine and draft a range of shorter new pieces before examining, researching, and drafting a long form piece in the next unit.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> Journalism U2 Family Overview 	<ul style="list-style-type: none"> 6 weeks (12 lessons, 3 flex days)
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students assume all news is the same, not recognizing that different styles or genres have varying conventions and different purposes. Students may be especially familiar with certain genres of journalism, having less experience or exposure to others.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CONSIDERATION 7.2 Optimize relevance, value, and authenticity

Teacher Actions:

- Vary the news articles students analyze so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and sustaining
 - Socially relevant
 - Age and ability appropriate
 - Appropriate for different racial, cultural, ethnic, and gender groups
- Emphasize that the articles students write are authentic articles written for real audiences, and reflect a purpose that is clear to the participants.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Sample Learning Targets:

- Level 1: With prompting and supports, I can identify a few key people or events from a news story.
- Level 2: With prompting and supports, I can identify the main topic of a news story and retell a few key people or events.
- Level 3: With guidance and supports, I can determine the central idea of a news story and explain how specific examples develop that idea.
- Level 4: I can identify two or more central ideas of a news story and explain how specific examples develop those ideas.
- Level 5: I can identify central ideas in news stories and analyze how structure and style impact readers, using specific examples to support the analysis.

Unit 2: Genres of Journalism

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	News Journalism	<ul style="list-style-type: none"> I can analyze how the structure and style of news articles serve the author's purpose or engage their readers. 	Captivating Emerging Dynamic	Inverted Pyramid Lede Nutgraf Headline Outcome Attribution
2	News Journalism	<ul style="list-style-type: none"> I can draft a news story that engages readers through the effective selection, organization, and analysis of content. 		Working Draft
3	Feature Journalism	<ul style="list-style-type: none"> I can evaluate and analyze the structure and content of a feature profile. 	Profile Nuance	Body Text Features
4	Feature Journalism	<ul style="list-style-type: none"> I can draft a feature profile that engages readers through the effective selection, organization, and analysis of content. 		Angle Chicago Citations Audience Purpose Perspective
<u>5</u>	Opinion Journalism	<ul style="list-style-type: none"> I can analyze and evaluate the structure and content of Op-Ed articles. 	Impassioned Provocative Contested	Op-Ed Voice Hook Diagnosis Prescription Concession Call-to- action
6	Opinion Journalism	<ul style="list-style-type: none"> I can draft an op-ed article that uses valid reasoning and relevant evidence to support a position on an issue that matters to me. 		
7	Lifestyle Journalism	<ul style="list-style-type: none"> I can analyze the structure and content of lifestyle journalism. 	Influence Engaging	Clickbait Algorithm

				Hashtag Infotainment Sponsored Content
8	Sports Journalism	<ul style="list-style-type: none"> I can evaluate and analyze the structure and content of sports articles. 	Decisive Dominant Promising Pivotal	Sports Journalism Play by Play Press Conference Statistics Highlights
9	Entertainment Journalism	<ul style="list-style-type: none"> I can evaluate and analyze the structure and content of entertainment reviews and profiles. 	Prominent Notorious Acclaimed	Entertainment Journalism Critic/Critique Synopsis Genre
10	Lifestyle/Sports Entertainment Writing	<ul style="list-style-type: none"> I can draft a lifestyle, sports, or entertainment piece that engages readers through the effective selection, organization, and analysis of content. 		
11	Feedback/Revising	<ul style="list-style-type: none"> I can choose a draft to expand and revise. I can provide peer feedback focused on structure and content and use feedback to make revisions to my own writing. 	Consistent Redundant	Peer Review Constructive Criticism Revise Expand Tone Transition
12	Editing/Polishing	<ul style="list-style-type: none"> I can revise, refine, and prepare a polished draft for publication. 	Refine	Copyediting Publication
13	Flex	<ul style="list-style-type: none"> I can analyze how the choices made by photojournalists serve their purpose and impact their readers. 		Composition Lighting Angle Moment Selection Context Preservation Arrangement
14	Flex			
15	Flex			

Unit 3: Investigative Reporting

Overview

Relevant Standards: **Bold indicates priority**

- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- **W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Overview

In the final unit of the course, students turn their attention to long form journalism. After having studied and drafted a variety of short works, students will examine cases where long form investigative reporting had a significant impact on a social issue. They will then engage in an extended investigation of their own, choosing topics, conducting research, gathering data, preparing interviews, and eventually writing a long form piece to be published in the school newspaper.

Essential Question(s):

- What role does journalism play in shaping public opinion and reflecting cultural values?
- What techniques are essential for newsgathering, drafting, revising, and refining journalistic writing?

Enduring Understanding(s):	
<ul style="list-style-type: none"> Investigative journalism not only documents events but also shapes societal discourse, acting as a reflective mirror of cultural dynamics and a catalyst for change. Understanding its role demands a grasp of both its power to inform and its responsibility to uphold truth and transparency. Drafting and revising are iterative processes that enhance the quality of writing and ensure accuracy, clarity, and coherence. Effective feedback, both given and received, is integral to refining journalistic work. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Long-Form Article for Publication 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will draw upon their learning from Unit 1 by considering the role of investigative journalism in society. Students will build upon their understanding of the conventions of various genres by applying them to longer form journalism. 	<ul style="list-style-type: none">
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> Journalism U3 Family Overview 	<ul style="list-style-type: none"> 8 weeks (17 lessons, 3 flex days)
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may not appreciate the amount of research that goes into investigative reporting, and the amount of research that doesn't make it into a final piece. Students may think that investigative journalism is primarily about dramatic undercover work or whistleblowing, without appreciating the painstaking nature of document analysis, data compilation, fact checking, and interviewing sources.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CONSIDERATION 6.4 Enhance capacity for monitoring progress

Teacher Actions:

- Use prompts to guide self-monitoring and reflection along the research and writing process
- Use representations of progress (e.g., process portfolios including initial research questions and refined research questions).
- Explore the different types of feedback that are most useful according to specific preferences, goals, and contexts.
- Use templates that guide self-reflection on quality and completeness (graphic organizer assessing the depth, variety, viewpoint diversity, and relevance of sources).
- Use checklists, rubrics, models, and examples.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: With prompting and supports, gather information from a few provided sources, labeling collected information as evidence to support a predetermined idea or claim.
- Level 2: With prompting and supports, gather information from a few provided primary sources, recording some quoted evidence and summarizing findings..
- Level 3: With guidance and supports, gather information from multiple provided primary sources, evaluating the reliability of each source, and paraphrasing key information in a short written or oral report.
- Level 4: Gather and synthesize information from multiple primary sources, evaluating the reliability of each source and integrating information into an organized oral or written argument
- Level 5: Use advanced search terms to gather and synthesize information from multiple primary sources, evaluating the reliability of each source and integrating information into an organized oral or written argument.

Unit 3: Producing a Long-Form Article

Lesson Map

Lesson	Topic	Learning Target	Vocabulary	Knowledge
1	Investigative Journalism	<ul style="list-style-type: none"> I can analyze and evaluate the content, structure and impact of investigative journalism 	Expose Corroborate	Evidence collection Data review Corroborating info from multiple sources Narrative
2	Investigative Journalism	<ul style="list-style-type: none"> I can analyze and evaluate the content, structure and impact of investigative journalism 	Expansive Revelatory	
3	Newsgathering-	<ul style="list-style-type: none"> I can choose a topic and genre for my long-form article. I can define preliminary objectives and research questions to investigate further. 		Longform
4	Newsgathering-	<ul style="list-style-type: none"> I can conduct preliminary research to build my knowledge on my topic using keywords and phrases. 		
5	Newsgathering-	<ul style="list-style-type: none"> I can narrow or broaden my research based on my understanding of the subject under investigation. 		
6	Newsgathering-	<ul style="list-style-type: none"> I can identify and prepare to interview people who could become sources for my long form article by creating interview questions and conducting background research. 		
7	Newsgathering-	<ul style="list-style-type: none"> I can gather both primary and secondary source material that effectively supports my research questions. 		
8	Newsgathering-	<ul style="list-style-type: none"> I can assess the strengths and limitations of each source in terms of the task, purpose, and audience. I can identify opportunities to achieve greater depth, variety, viewpoint diversity, and relevance in my sources. 		

9	Newsgathering-	<ul style="list-style-type: none"> I can gather additional primary and secondary source material to address potential gaps in my research. 		
10	Drafting	<ul style="list-style-type: none"> I can create an outline that synthesizes and organizes the main ideas and supporting details of my article. 	Hierarchy Sequence Flow	Main Idea Supporting Details Topic Sentence Subtopics
11	Drafting	<ul style="list-style-type: none"> I can draft the opening paragraphs of my long-form article that engages the reader and communicates the focus of my article. 		Lead
12	Drafting	<ul style="list-style-type: none"> I can draft body paragraphs that introduce and develop my ideas with clear organization, detailed evidence, and a consistent tone. 		
13	Drafting	<ul style="list-style-type: none"> I can draft a conclusion to my long-form article that restates my main idea and makes it relevant or impactful for my readers. 		
14	Peer Feedback/Revising	<ul style="list-style-type: none"> I can provide and receive constructive peer feedback and use it to make revisions to my own writing. 		
15	Editing/Polishing	<ul style="list-style-type: none"> I can revise, refine, and prepare a draft for publication. 		
16	Presenting/Reflecting			
17	Presenting/Reflecting			
18	Flex			
19	Flex			
20	Flex			