

Elective Course Description

Course Name	Journalism
Course Number	TBD after Board approval
Length of Course	One Semester
Grade Level	7-8, 9-12
Credit Type	0.5 Elective Per Semester (for students in grades 9-12)
Grading Scale	A-F
Course Prerequisite	NA
Course Summary	<p>This is a classroom based and field learning experience. Students will learn: the ethics of journalism, the different kinds of media and journalism, how to determine the validity of sources; and differentiating between factual news, opinion, and editorials.</p> <p><i>During weeks 4 through 15 students will participate in a Weekly Inquiry.</i> They will select from their NYT and Week magazine and Ketchikan newspaper and Island News subscriptions (or other news sources they select) an article or visual news story they wish to present to the class for discussion to include their questions, feedback, & critiques. (students will create a template and rubric for this process.)</p>
Primary Materials	<p>Media Ethics: 5th Edition https://newslit.org/educators/ https://www.nytimes.com/spotlight/learning-lessons-journalism PBS https://studentreportinglabs.org/lesson-plans/projects/ Laptops, cameras or ipads, steno pad. High Five 2012: The integrated language arts and journalism curriculum: https://www.americanpressinstitute.org/youth-news-literacy/resources/news-literacy-curriculum/high-five-2012/ /</p>

Standards	<p>ELA: Reading Standards for Informational Text 9-12 Craft and Structure 4. Determine the meaning of words... 5. Analyze in detail how an author's ideas... 6. Determine an author's point of view... Integration of Knowledge and Ideas 7. Analyze various accounts of a subject... 8. Delineate and evaluate the argument...</p> <p>Writing Standards 9-12 1a. Introduce precise, knowledgeable claim... 1b. Develop claim(s) and counterclaims... 1d. Establish and maintain a formal style... 2b. Develop the topic thoroughly... 2d. Use precise language... 3a. Engage and orient the reader... 3b. Use narrative techniques... 3c. Use a variety of technique... 3d. Use precise words and phrases...</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing... 5. Develop and strengthen writing... 6. Use technology...</p>
Assessment	<p>Create rubrics with students based upon best practice.</p> <p>25% - Student analysis of different types of news mediums</p> <p>25% - Student writing and media creations: podcasts, news videos, radio broadcasts, and programs</p> <p>25% - <i>Weekly Inquiry</i> - presentations and discussions</p> <p>25% - Journal entries.</p>

Activities

Week 1	Pre-assessment. Students define: journalism types and the goals; fact versus opinion; valid source; ethics, and the 1st Amendment. Identity the best videos and lessons from PBS
Week 2	The 1st Amendment: Freedom of the Press: Crash Course: https://youtu.be/Vtpd0EbaFoQ How Free is Freedom of the Press: Ted Talk - https://youtu.be/A-OvJjAw2Jo The way press freedom influences a society's perception of reality Vesselin Dimitrov TEDxAUBG https://youtu.be/2l2yPraACmM 1st Amendment and Freedom of the Press - https://youtu.be/TUVeVOVI9xk 'Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News"
Week 3	"Curate Your Own News Ecosystem: How to Choose Your News" - Damon Brown Video by TED-Ed
Week 4	<i>Weekly Inquiry Outreach to arrange student news experience:</i> The class will identify the different SE news organizations to contact and inquire about submitting news stories for publication. Students will write to the publishers, editors to inquire about serving as a student reporter.
Week 5	<i>Weekly Inquiry</i> Lesson 1.1: What is Newsworthy? https://studentreportinglabs.org/lesson-plans/lesson-1-1-what-is-newsworthy/
Week 6	<i>Weekly Inquiry</i> Lesson 1.2: What Makes a Good Video Report? https://studentreportinglabs.org/lesson-plans/lesson-1-2-what-makes-a-good-video-report/
Week 7	<i>Weekly Inquiry</i> Lesson 1.3: Journalism Ethics https://studentreportinglabs.org/lesson-plans/lesson-1-3-journalism-ethics/ Review the Society of Professional Journalists Code of Ethics https://www.spj.org/ethicscode.asp
Week 8	<i>Weekly Inquiry</i> Lesson 1.4: Copyright & Fair Use https://studentreportinglabs.org/lesson-plans/lesson-1-4-copyright-fair-use/
Week 9	<i>Weekly Inquiry</i> Lesson 1.5: Broadcast News https://studentreportinglabs.org/lesson-plans/lesson-1-5-broadcast-news/
Week 10	<i>Weekly Inquiry</i> Lesson 2.1: Finding Story Ideas https://studentreportinglabs.org/lesson-plans/lesson-2-1-finding-story-ideas/

Week 11	<i>Weekly Inquiry</i> Lesson 2.2: Interviewing: The Art of Asking Questions https://studentreportinglabs.org/lesson-plans/lesson-2-2-interviewing-the-art-of-asking-questions/
Week 12	<i>Weekly Inquiry</i> Lesson 2.3: Facts vs. Opinions vs. Informed Opinions and their Role in Journalism https://studentreportinglabs.org/lesson-plans/lesson-2-3-facts-vs-opinions-vs-informed-opinions-and-their-role-in-journalism/
Week 13	<i>Weekly Inquiry</i> Lesson 3.1: Production https://studentreportinglabs.org/lesson-plans/lesson-3-1-production/
Week 14	<i>Weekly Inquiry</i> Lesson 3.2: Team Work and Planning https://studentreportinglabs.org/lesson-plans/lesson-3-2-team-work-and-planning/
Week 15	Flex scheduling as we will be scheduling virtual and in person interviews with different members of the national and Alaska and local news media.
Week 16	Flex scheduling as we will be scheduling virtual and in person interviews with different members of the national and Alaska and local news media.