Course Title: Journalism II

Subject: Language Arts Literacy

Grade Level: 9-12

Duration: Half Year

Prerequisite: Journalism I

Elective or Required: Elective

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:
Journalism II is a class designed to provide students an opportunity to build upon skills learned in Journalism I and extend their knowledge of the legal and ethical issues facing journalists today. Students will hone their skills in the art of newspaper writing and production; sports, feature, editorial, and review writing. Students will also develop an extensive knowledge about how to write well under pressure, gather information independently and organize it effectively, and work cooperatively with their peers. Through class activities and textual readings, students will obtain knowledge and develop critical thinking skills that they may take beyond the journalism classroom and make them more intelligent consumers of the media.

Author: Christina Abrahamsen
Date Submitted: Summer 2015
Journalism II

Topic/Unit: Law, Ethics, and the Modern Press

Approximate # Of Weeks: 4 weeks

Essential Questions:
● Why is the First Amendment important to journalists?
● What are the ethical responsibilities of a journalist?
● How have landmark legal cases (Hazelwood & Tinker) impacted the rights of student journalists?
● Are the laws and ethics mutually exclusive?

Upon completion of this unit students will be able to:
● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.01)
● Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
● Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's “Letter from Birmingham Jail”), including how they address related themes and concepts. (9-10.RI.09)
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
● Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
● 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. (9-10.W.07)
● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)
● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and
expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)

- 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. (9-10.SL.05 and 11-12.SL.05)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- 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. (11-12.RI.01)
- 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. (11-12.RI.06)
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11-12.RI.08)
- 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. (11-12.W.06)

Interdisciplinary Standards (njcccs.org)
- U.S. History: America in the World (Standard 6.1)
- Active Citizenship in the 21st Century (Standard 6.3)

Activities include 21st Century Technologies:
- Poll fellow students, siblings, and/or parents about their knowledge of their First Amendment rights and discuss findings with class.
- Write a reflective piece on how the First Amendment impacts students’ lives.
- Collect newspaper articles in a current events journal and write about how these articles impact society.
- Contribute to The Journalist (e.g., write an article, edit, photograph).
- Debate Hazelwood & Tinker cases as case studies. Reveal and discuss actual outcomes.
- Take notes on and discuss how laws and ethics apply to journalism.
- Make instructional videos for a group of novice journalists to teach them about ethics. (21st Century Tech.)
● Write an essay on Woodward and Bernstein addressing the following questions- Did they affect the field of journalism and history? Were they ethical? How is this event affecting us today?

**Writing Assignments:**
● Current events journals
● News article
● Reflective essay on the First Amendment
● Essay on Woodward and Bernstein

**Enrichment Activities:**
● Create a timeline tracking the evolution of the newspaper from a vehicle of gossip and opinion to a sophisticated information system.
● Debate the ethics of Woodward and Bernstein and the implications of their actions.

**Methods of Assessments/Evaluation:**
● Quiz
● Essays
● Current events journals
● Instructional video
● Class participation (discussion and debate)

**Resources:** Text, Literature (RL), Informational (RI)
● Teacher-created materials (RI)
● Instructional Materials (RI)
  *All the President’s Men*. Film.

**Online Resources:**
● Teacher webpage
● Freedom Forum First Amendment Center (www.fac.org)
● The Poynter Institute ([www.poynter.org](http://www.poynter.org))
Google Apps for Education (GAfE)

**Journalism II**

**Topic/Unit: Journalistic Language and AP Style**

**Approximate # Of Weeks:** 2 weeks

**Essential Questions:**
- What is AP Style?
- How does AP Style support a writer’s efforts to communicate an idea in a story?
- Why should writers be able to identify and correct errors in style, grammar, and mechanics?

**Upon completion of this unit students will be able to:**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.03)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.SL.03)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- 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. (11-12.W.05)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.03)
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed
decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.SL.02)

**Interdisciplinary Standards (njcwcs.org)**
- Computer and Information Literary (Standard 8.1)
- 21st Century Life & Career Skills (Standard 9.1)

**Activities include 21st Century Technologies:**
- Analyze news articles for sources of information and structural components.
- Smartboard activity on making revisions for style (cutting out redundancy, and clutter). (21st Century Tech.)
- Revise and edit articles by correcting their inconsistencies in style using the AP Style Guide.
- Collect newspaper articles in current events journal and write a commentary analyzing how these articles do or do not achieve consistency and credibility through word choice.
- Contribute to The Journalist (e.g., write an article, edit, photograph).
- Write news articles that follow AP Style and demonstrate appropriate word choice. Share articles with classmates-complete guided peer critique form.
- Practice AP Style by completing online exercises on the Smartboard (http://www.newsroom101.com/newsroom101/) and (http://cubreporters.org/AP_Style) (21st Century Tech.)

**Writing Assignments:**
- Current events journal
- News article

**Enrichment Activities:**
- Complete AP Style tutorial online activities (https://ilrb.cf.ac.uk/citingreferences/apatutorial/useapa3.html).
- Edit articles for The Journalist.

**Methods of Assessments/Evaluation:**
- AP Style quiz
- Current events journal
- Class work (handouts)

**Resources:** Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)
Online Resources:

- Teacher webpage
- Journalistic Style (http://www.jprof.com/wfmm7/chapter3.html)
- Professional Writing Resources (https://www.msu.edu/~wrac/pw/resources/fish.html)
- The Poynter Institute (www.poynter.org)
- Newseum (www.newseum.org)
- Purdue Online Writing Lab-Associated Press Style (http://owl.english.purdue.edu/owl/resource/735/02/)
- Journalism Education-AP Style (http://cubreporters.org/AP_Style)
- AP Style Interactive Sites (http://cubreporters.org/AP_Style) and (http://www.newsroom101.com/newsroom101/)
- Google Apps for Education (GAfE)
Journalism II

Topic/Unit: Headlines and Captions

Approximate # Of Weeks: 2 weeks

Essential Questions:
- Why are headlines important?
- What is the relationship between a headline’s composition and its effectiveness?
- What is the relationship between a photo and its cutline?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
- 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. (9-10.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.03)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and
build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)

- 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. (11-12.W.02)
- 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. (11-12.W.05)
- 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. (11-12.W.06)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.03)

**Interdisciplinary Standards (njcccs.org)**
- 21st Century Life & Career Skills (Standard 9.1)

**Activities include 21st Century Technologies:**
- Take notes on function and importance of headlines, captions, and cutlines. Examine headlines, captions, and cutlines from a variety of papers for style, appearance, and content-Smartboard. (21st Century Tech.)
- Share interesting headlines with class and discuss why they are effective.
- Write headlines for published stories and then compare to original.
- In current events journal, collect headlines, teasers, and cutlines from various papers and write a commentary about their effectiveness.
- Contribute to The Journalist (e.g., write an article, edit, photograph).
- Identify common errors in headlines on practice worksheet.
- Bring in personal photos. Write captions and cutlines for classmates’ pictures.
- Write a variety of cutlines (e.g., identification, summary, information, and quote) on practice worksheet.

**Writing Assignments:**
- Current events journal
- News writing drills
- News article

**Enrichment Activities:**
- In groups, write primary headlines for ten sentences, sub headlines for three news stories, and primary and secondary headlines for three leads.
- Write headlines and captions for The Journalist.
Methods of Assessments/Evaluation:
- Class work
- Current events journal
- Unit Test

Resources: Text, Literature (RL), Informational (RI)
- Teacher-created materials (RI)
- Instructional Materials (RI)

Online Resources:
- Teacher webpage
- High School Journalism ([www.highschooljournalism.org](http://www.highschooljournalism.org))
- Caption Writing ([http://web.ku.edu/~edit/captions.html](http://web.ku.edu/~edit/captions.html))
- Tips on Writing Headlines ([http://www2.copydesk.org/hold/words/](http://www2.copydesk.org/hold/words/))
- Google Apps for Education (GAfE)
Journalism II

Topic/Unit: Special Interest Sections of a Newspaper

Approximate # Of Weeks: 4 weeks

Essential Questions:
- Why do publications include different types of articles?
- What roles do the different types of articles play in a newspaper?
- How do the needs of the society influence the content of the sports section?
- How does the reader benefit from the inclusion of subjective content on the editorial page?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9-10.RI.04)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
● Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9-10.SL.02)

● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)

● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)

● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11-12.RI.04)

● 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. (11-12.W.05)

● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.SL.02)

Interdisciplinary Standards (njcccs.org)

● Technology Education (Standard 8.2)

● Active Citizenship in the 21st Century (Standard 6.3)

Activities—include 21st Century Technologies:

● Take notes on and discuss the format for writing reviews. Write a review of a current movie, play or book.

● In the current events journal compile examples of each type of writing and write a commentary on why the article fits the category (e.g., feature, sports, editorial, review)

● Study a variety of sports publications (e.g., specialty magazines, newspaper sections). Apply school sports coverage to these different styles of sports journalism. (21st Century Tech.)

● Highlight examples of specialized sports terms in current sports articles; compile a glossary of terms.

● Select a specific sports team to follow. Write a preview, a game, and a post-season story about that team.

● Using Smartboard analyze structure and characteristics of a good editorial. In small groups, examine editorials from different sources. List the techniques that make certain editorials more effective than others. Share findings with class. (21st Century Tech.)
● Read and critique editorials that have appeared in The Journalist and local papers.
● Write an article for a special interest section of a newspaper.

**Writing Assignments:**
● News writing drills
● Current events journal
● Review
● News articles

**Enrichment Activities:**
● Collect good and bad leads from current news articles. Mount them in the current events journal and explain why the leads are effective or ineffective.
● Choose a topic from the current events journal and create an editorial cartoon based upon it.

**Methods of Assessments/Evaluation:**
● Class work (e.g., handouts, viewing guides)
● Current events journal
● Review
● News articles (review, sports, and special interest)

**Resources: Text, Literature (RL), Informational (RI)**
● Teacher-created materials (RI)
● Instructional Materials (RI)

**Online Resources:**
● Teacher webpage
● Society of Professional Journalists (www.sjp.org)
● High School Journalism (www.highschooljournalism.org)
● (www.espn.go.com)
● The Poynter Institute (www.poynter.org)
● Newseum (www.newseum.org)
● Google Apps for Education (GAfE)
Journalism II

Topic/Unit: Journalism and New Media

Approximate # Of Weeks: 4 weeks

Essential Questions:
- What does the term new media encompass?
- What is citizen journalism?
- In a rapidly changing world, is there a place for journalistic tradition?
- What is the role of new media in today’s society?

Upon completion of this unit students will be able to:
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.02)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.06)
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (9-10.RI.07)
- 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. (9-10.W.02)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
- 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. (9-10.W.05 and 11-12.W.05)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10 and 11-12.W.10)

● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)

● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12. SL.06)

● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (11-12.RI.02)

● 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. (11-12.RI.06)

● 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. (11-12.RI.07)

● 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. (11-12.W.05)

● 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. (11-12.W.02)

● 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. (11-12.W.05)

● 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. (11-12.W.06)

**Interdisciplinary Standards (njcccs.org)**

- 21st Century Life & Career Skills (Standard 9.1)
- Technology Education (Standard 8.2)

**Activities—include 21st Century Technologies:**

- Create a media log. For one-week track all media read, heard, and watched. At the end of the week analyze the impact of various forms of media has on one’s life.

- Find two newspaper websites that carry staff-generated blogs. Compare and contrast them in current events journal. (21st Century Tech.)
● Examine the formatting differences between a print newspaper and its website-Smartboard. (21st Century Tech.)
● Analyze a citizen journalism site in the community. In an essay compare and contrast the information found there to the news on the community’s local website and the community newspaper.
● Contribute to The Journalist (e.g., write an article, edit, photograph).
● Working in groups, select one news event and review a variety of sources reporting on it. Discuss how different coverages are created. When should the power of the media be used to influence public opinion?
● Discuss the future of traditional media. Write an essay outlining what the state of journalism might be like in ten years. Provide support for ideas using research and knowledge learned from this course.

Writing Assignments:
● Current events journal
● Compare and contrast essay
● Future of Journalism essay
● News article

Enrichment Activities:
● Format layout for The Journalist.
● Find five sources of information available on the Internet that would be a good resource for journalists. Explain how one would assess the reliability of the information from each source.

Methods of Assessments/Evaluation:
● Current events journal
● Class work
● Compare and contrast essay
● Future of journalism essay

Resources: Text, Literature (RL), Informational (RI)
● Teacher-created materials (RI)
● Instructional Materials (RI)

Online Resources:
● Teacher webpage
● (www.poynter.org/.../the-11-layers-of-citizen-journalism/)
● Online News Association Website (www.onlinenewsassociation.org)
Journalism II

Topic/Unit: Careers in Journalism

Approximate # Of Weeks: 2 weeks

Essential Questions:
● What careers are available for journalists today?
● Why should today’s journalist be able to adapt to new situations?
● How can a journalist make himself/herself a desirable job candidate?

Upon completion of this unit students will be able to:
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.04 and 11-12.W.04)
● 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. (9-10.W.05 and 11-12.W.05)
● Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.06)
● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (9-10.L.03)
● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 and 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.01 and 11-12.SL.01)
● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.SL.03)
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.06 and 11-12.SL.06)
● 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. (11-12.W.06)
● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.03)
● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.03)

Interdisciplinary Standards (njcccs.org)
● 21st Century Life & Career Skills (Standard 9.1)
● Computer and Information Literacy (Standard 8.1)

Activities-include 21st Century Technologies:
● Discuss the changing face of journalism in the early part of the 21st Century.
● Contribute to The Journalist (e.g., write an article, edit, photograph).
● Research career opportunities (and training required) in the field of journalism.
● Take notes on format and view samples of cover letters and resumes.
● Write a cover letter and resume in response to a current advertisement for a job in journalism.
● Participate in a mock interview for a job in journalism.
● Prepare questions for a guest speaker to discuss successful strategies for today’s journalists.
● Listen to a journalist from the local paper about his/her career. Participate in question and answer session.

Writing Assignments:
● Cover letter and resume
● News article

Enrichment Activities:
● Research recommended journalism web sites and provide a written critique/evaluation of these sites (e.g. user-friendly, informative).
● Interview someone in the field of journalism.

Methods of Assessments/Evaluation:
- Unit Test
- Job application (cover letter, resume)
- Mock interview

**Resources: Text, Literature (RL), Informational (RI)**
- Teacher-created materials (RI)
- Instructional Materials (RI)

**Online Resources:**
- Teacher webpage
- High School Journalism ([www.highschooljournalism.org](http://www.highschooljournalism.org))
- The Poynter Institute ([www.poynter.org](http://www.poynter.org))
- Journalism Jobs ([http://cubreporters.org/jobs.html](http://cubreporters.org/jobs.html))
- Google Apps for Education (GAfE)