

# Verona Public School District Curriculum Overview

## Journalism I



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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

Journalism I is a one semester course designed primarily to familiarize students with all aspects of journalistic writing, and to study the role of the media historically and currently. Students will learn the inverted pyramid style of straight news writing in order to make their writing more focused and concise. They will also analyze and write in most of the styles one would find in a daily newspaper including features, editorials, and reviews.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li>X B. Creativity and Innovation</li> <li>X C. Communication and Collaboration</li> <li>X D. Digital Citizenship</li> <li>X E. Research and Information Fluency</li> <li>X F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>X B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>x CRP2. Apply appropriate academic and technical skills.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>x CRP6. Demonstrate creativity and innovation.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>x CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>x CRP1. Act as a responsible and contributing citizen and employee.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>x CRP4. Communicate clearly and effectively and with reason.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management</li> <li>x CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>x CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>x CRP7. Employ valid and reliable research strategies.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li><b>X</b> C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li><b>X</b> C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> <li>• Textbook: <i>Journalism Today</i></li> </ul>	<ul style="list-style-type: none"> <li>• Classroom subscription <i>New York Times</i></li> <li>• <i>All the President's Men</i> (film)</li> <li>• <i>Shattered Glass</i> (film)</li> <li>• <i>Veronica Guerin</i> (film)</li> <li>• <i>Absence of Malice</i> (film)</li> </ul>

Unit	Duration	NJCCCS/ Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
<b>What is News?</b>	1 week	SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 W.11-12.3	<i>Students will be able to independently use their learning to...</i> Identify those elements that make an item newsworthy and analyze decisions the media makes about what to pay attention to.	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Certain qualities must be present for an item to be considered news</li> <li>News is defined in multiple ways.</li> <li>News can be acquired through many sources</li> </ul>	<ul style="list-style-type: none"> <li>What is news?</li> <li>What are the qualities that make an item newsworthy?</li> <li>What factors make a newsworthy item not news?</li> <li>What factors make a not newsworthy item news?</li> </ul>
<b>Straight news writing</b>	4 weeks	W.11-12.2 W.11-12.4 W.11-12.5 SL.11-12.3	<i>Students will be able to independently use their learning to...</i> Write straight news stories that implement inverted pyramid style and are clear, objective and factual.	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Clear communication is important</li> <li>Anyone's version of a "story" is colored by his/her perspective</li> </ul>	<ul style="list-style-type: none"> <li>Why does clear writing matter?</li> <li>Is objectivity possible?</li> </ul>
<b>Newspaper style</b>	1 week	W.11-12.1 W.11-12.4 W.11-12.5	<i>Students will be able to independently use their learning to...</i> Use proper news style and write clear, concise, active, objective news sentences.	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Clear and effective written communication is a vital life skill.</li> <li>Audience and purpose affect how we write.</li> </ul>	<ul style="list-style-type: none"> <li>Why do the rules governing writing matter?</li> <li>Why is it important to write clearly?</li> <li>How does your writing change if you know it will be published?</li> </ul>
<b>Feature Writing</b>	8 weeks	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>utilize interviewing skills to gather information.</li> <li>write effective feature</li> </ul>	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Audience impacts writing.</li> <li>An audience will engage if a writer takes time to reach them.</li> <li>Any news item, even if</li> </ul>	<ul style="list-style-type: none"> <li>How does audience impact writing?</li> <li>What kinds of stories does a teen audience find interesting?</li> <li>How can various angles of a news item be determined?</li> <li>How can I learn by listening?</li> </ul>

Unit	Duration	NJCCCS/ Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
		SL.11-12.2 SL.11-12.4	stories suitable for publication using the news gathering writing process .	<p>already known by many, has numerous creative angles.</p> <ul style="list-style-type: none"> <li>• Much useful information can be gleaned through use of well-developed listening skills.</li> <li>• A journalist often constructs a coherent narrative after consultation of multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a journalist construct a story?</li> </ul>
<b>Value of a free speech/free press</b>	11 weeks	RI 11-12 1 RI 11-12 2 RI 11-12 5  W 11-12 1 a-e W 11-12 2 a-f  SL 11-12 1 a-c	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Write a clear and coherent decision on a hypothetical court case involving student free speech.</li> <li>• Act as a reporter, making ethical decisions regarding what they would do in given situations.</li> <li>• Identify bias in both print and broadcast media.</li> <li>• Find real-world examples of the various functions of journalism in modern culture.</li> </ul>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• The Founding Fathers saw a free press as important enough to include in the Bill of Rights</li> <li>• Free speech is not a right available to all countries and cultures</li> <li>• The right to free speech comes with responsibility</li> <li>• Reporters commonly face ethical questions they must resolve in the course of their work</li> </ul>	<ul style="list-style-type: none"> <li>• What is the value of free speech?</li> <li>• Why is a free press a First Amendment right?</li> <li>• What are the ethical questions involved in reporting?</li> </ul>

Unit	Duration	NJCCCS/ Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
<b>Opinion Writing</b>	5 weeks	W.11-12 1a W.11-12 1b W.11-12 1c W.11-12 1d W. 11-12 2a W.11-12 2b W.11-12 4 W.11-12 5 W.11-12 7 W.11-12 8 SL 11-12 3 SL.11-12 4	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Analyze published opinion writing based upon the art of persuasion.</li> <li>Write effective persuasive writing pieces utilizing the art of persuasion. Write effective opinion pieces suitable for publication utilizing the news gathering writing process.</li> </ul>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>People can be persuaded through emotional, ethical, and logical appeals.</li> <li>An audience will engage if a writer takes time to reach them.</li> <li>A journalist often constructs a coherent narrative after consultation of multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>How are people persuaded?</li> <li>How can we use writing to influence people's thinking?</li> </ul>