

**Seymour Public Schools
Curriculum for Journalism
Elective for grades 11-12
2015**

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Grades 11-12

Journalism

Unit 1: Journalism Literacy

Students will begin their study by exploring the central purpose of journalism which is to provide citizens with the accurate and reliable information they need to function in a free society. Students will identify news-worthy stories and will engage in a variety of non-fiction texts as a model to aid them in defining what constitutes ethical journalism. In order to do this, students will work to determine credibility and viability of the sources they encounter.

Unit 2: The Journalistic Approach in Practice

Students will focus on devices and techniques that journalists use in order to craft a good and news-worthy story. Students will practice the necessary skills attributed to the craft of journalism by developing strong leads, logically sequencing stories on a solid foundation, communicating effectively, and identifying pertinent point- of- view based on the real-world situation.

Unit 3: Beyond Page One

Students will engage in writing stories for a variety of journalistic purposes. Students will understand that the purpose for writing is heavily dependent upon the type of audience. Students will learn to identify the appropriate audience in order to determine the appropriate journalistic form. Students will generate solid and polished print sources working on the elements and principals of newspaper design.

Unit 4: Journalism: Broadcast and New Media

Students will begin to explore and work with the different platforms in which to distribute their work onto their intended audience whether it is through print, broadcast journalism, or new media such as on the web, or podcasting. Students will practice editing and revising in order to generate polished, news-worthy pieces and will ultimately demonstrate their journalistic skills from creation and research to a final product to be displayed in a student- chosen platform.

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<p>Grade: 11-12 Unit 1</p>	<p>Subject: Journalism Pacing: Jan-March (approx 20 Days) Unit Theme: Journalism Literacy</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Reading Standards for Informational Text CCR Anchor Standard for Reading 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR Anchor Standard for Reading 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCR Anchor Standard for Reading 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCR Anchor Standard for Reading 9 Analyze how two or more texts address similar themes or topics in</p>

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order to build knowledge or to compare the approaches the authors take.

Writing Standards

CCR Anchor Standard for Writing 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR Anchor Standard for Writing 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR Anchor Standard for Writing 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR Anchor Standard for Writing 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor Standard for Writing 10 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.

Speaking and Listening

CCR Anchor Standard for Speaking and Listening 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Anchor Standard for Speaking and Listening 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR Anchor Standard for Speaking and Listening 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor Standard for Speaking and Listening 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language Standards

CCR Anchor Standard for Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	CCR Anchor Standard for Language 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Enduring Understandings	<ol style="list-style-type: none"> 1. The central purpose of journalism is to provide citizens with accurate and reliable information they need to function in a free society. 2. Responsible journalists follow both legal and ethical guidelines. 3. A newsworthy story is timely, significant, in close proximity, prominent, and of human interest. 4. There are components vital to the structure of an effective article. 5. Interview questions must be relevant and are inquiry-based revolving around a specific purpose.
Essential Questions	<ol style="list-style-type: none"> 1. What is the function of journalism in a free society? 2. What are the legal and ethical boundaries and concept affecting journalism? 3. What makes a topic news-worthy? 4. What constitutes as a viable news article? 5. What makes a good interview question?
Priority Standards	<p>Reading Standards for Literature</p> <p>RI.11-12.2 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.</p> <p>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.</p> <p>Reading Standards for Informational Text</p> <p>RI.11-12.4 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.</p> <p>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.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly</p>

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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.

RI. 11-12.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI. 11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards

W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.11-12.8 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.

W.11-12.10 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.

Speaking and Listening

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.11-12.2 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.

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	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>Language Standards</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Supporting Standards</p>	<p>Reading Standards for Literature</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Standards for Informational Text</p> <p>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.</p> <p>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.</p> <p>Writing Standards</p> <p>W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant</p>

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	<p>evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Speaking and Listening</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Language Standards</p> <p>L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	
<p>Suggested Strategies/Modes</p> <ol style="list-style-type: none"> 1. Bell headlines 2. Group work 3. Pair work 4. Whole class discussion 5. Writing to learn 6. Note taking 7. In- class readings 	<p>Suggested Materials/Resources</p> <p>Non-Fiction: Textbook: <u>Journalism Matters</u>, NY Times Online Resource, Local and National Print and digital news publications.</p> <p>Language: Academic Vocabulary and Jargon</p> <ul style="list-style-type: none"> • Journalism, journalist, credibility, verify, objectivity, ethics, confidentiality, censorship, 	<p>Suggested Assessments</p> <ol style="list-style-type: none"> 1. Journals 2. Journal Responses 3. Constructed Responses 4. Harkness and class discussion, both small and large 5. Individual conferences 6. Evaluation of sources

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<p>8. Presentations 9. Writing journals 10. Exit slips</p>	<p>obscenity, copyright, libel, slander, off-the-record, retraction, news, gatekeeper, timelines, run, prominence, proximity, conflict, impact, human interest, tip, budget, top story, news hole, news flow, cut, deadline, news judgment, beat, local angle, localize, future file, interview, human element, primary source, secondary source, 5 W's and an H, open-ended questions, yes- no questions, note-taking language, follow-up question, rapport, third-person question, person-on-the-street interview, news conference.</p>	<p>7. Benchmark tasks 8. Peer and self assessment 9. Creative projects 10. Reading comprehension quizzes and tests</p>
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<p>Grade: 11-12 Unit 2</p>	<p>Subject: Journalism Pacing: March- April (20 Days) Unit Theme: The Journalistic Approach in Practice</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Reading Standards for Informational Text CCR Anchor Standard for Reading 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR Anchor Standard for Reading 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCR Anchor Standard for Reading 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCR Anchor Standard for Reading 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Writing Standards</p>

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	<p>CCR Anchor Standard for Writing 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR Anchor Standard for Writing 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor Standard for Writing 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCR Anchor Standard for Writing 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCR Anchor Standard for Writing 10 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.</p> <p>Speaking and Listening</p> <p>CCR Anchor Standard for Speaking and Listening 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor Standard for Speaking and Listening 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor Standard for Speaking and Listening 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor Standard for Speaking and Listening 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Language Standards</p> <p>CCR Anchor Standard for Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR Anchor Standard for Language 6 Acquire and use accurately a range of general academic and</p>
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	domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Enduring Understandings	<ol style="list-style-type: none"> 1. The lead is the most important part of any story and the type of lead is dependent upon the type of story. 2. A good journalist is able to communicate effectively which involves skills in observation, reading, writing, listening, speaking and viewing. 3. News stories follow a logical sequence and establish and maintain an objective tone adhering to the ethics of new writing within an appropriate length and structure. 4. Writing informational text requires the examination of and conveyance of complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
Essential Questions	<ol style="list-style-type: none"> 1. How is an effective news story structured? 2. Why and when do leads vary? 3. How can a writer adequately document the language and ideas of others? 4. What is the inverted pyramid? 5. What is the appropriate length and structure of a news story? 6. How can various techniques like using quotations add depth to your writing?
Priority Standards	<p>Reading Standards for Literature</p> <p>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.</p> <p>RI.11-12.2 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.</p> <p>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.</p> <p>Reading Standards for Informational Text</p>

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	<p>RI.11-12.4 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI. 11-12.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI. 11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Writing Standards</p> <p>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.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or</p>
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shared writing products in response to ongoing feedback, including new arguments or information.

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.

W.11-12.10 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.

Speaking and Listening

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.11-12.2 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.

SL.11-12.3 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.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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.

Language Standards

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;

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	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Supporting Standards	<p>Reading Standards for Literature RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Standards for Informational Text 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 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.</p> <p>Writing Standards W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Speaking and Listening</p>

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	<p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Language Standards</p> <p>L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	
<p>Suggested Strategies/Modes</p> <ol style="list-style-type: none"> 1. Bell headlines 2. Group work 3. Pair work 4. Whole class discussion 5. Writing to learn 6. Note taking 7. In- class readings 8. Presentations 9. Writing journals 10. Exit slips 	<p style="text-align: center;">Suggested Materials/Resources</p> <p>Non-Fiction: Textbook: <u>Journalism Matters</u>, NY Times Online Resource, Local and National Print and digital news publications.</p> <p>Language: Academic Vocabulary and Jargon</p> <ul style="list-style-type: none"> • Lead, direct news lead, hard news lead, hard news story, soft news story, 5 W's and an H lead, summary lead, indirect lead, delayed lead, featured lead, storytelling lead, nut graf, inverted pyramid, crop test, pull quote, lead-in, attributive verb, style book, style, redundancy, bias-free language, copy, hard copy, byline, slug, dateline. 	<p style="text-align: center;">Suggested Assessments</p> <ol style="list-style-type: none"> 1. Journals 2. Journal responses 3. Constructed responses 4. Harkness and class discussion, both small and large 5. Individual conferences 6. Evaluation of sources 7. Benchmark tasks 8. Peer and self assessment 9. Creative projects 10. Reading comprehension quizzes and tests

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<p>Grade: 11-12 Unit 3</p>	<p>Subject: Journalism Pacing: April-May (approx. 20 days) Unit Theme: Beyond Page One</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Reading Standards for Informational Text CCR Anchor Standard for Reading 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR Anchor Standard for Reading 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCR Anchor Standard for Reading 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCR Anchor Standard for Reading 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Writing Standards</p>

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Language Standards

CCR Anchor Standard for Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR Anchor Standard for Language 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and

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	career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Enduring Understandings	<ol style="list-style-type: none"> 1. There are different approaches to and forms of writing in journalism, each with a specific purpose. 2. A relatable story and truth (realities of the situation) will make a person/ story interesting. 3. The audience needs to be exposed to the depth and breadth of a story to become engaged. 4. Explaining the consequences (both positive and negative), sharing personal reactions, and personal actions can be investigated further to get the "full" story.
Essential Questions	<ol style="list-style-type: none"> 1. What does feature writing consist of? 2. What does editorial writing consist of and how can you decide upon a pertinent editorial style for your piece? 3. How do you write a column and which styles of column writing can you decide upon? 4. How can photojournalism sell your story to your audience? 5. How does the approach to writing differ among the various forms? 6. What makes an audience interested in a story? 7. How can you uncover the heart of the story? 8. Why is it important to delve into an event? 9. What details of an event can be investigated further?
Priority Standards	<p>Reading Standards for Literature</p> <p>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.</p> <p>RI.11-12.2 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.</p> <p>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.</p> <p>Reading Standards for Informational Text</p> <p>RI.11-12.4 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</p>

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terms over the course of a 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.

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.

RI. 11-12.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI. 11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards

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.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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,

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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.

W.11-12.10 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.

Speaking and Listening

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.11-12.2 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.

SL.11-12.3 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.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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.

Language Standards

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 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.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient

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	<p>for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Supporting Standards</p>	<p>Reading Standards for Literature RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Standards for Informational Text 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. 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.</p> <p>Writing Standards W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>

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	<p>Speaking and Listening</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Language Standards</p> <p>L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>
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<p>Grade: 11-12 Unit 4</p>	<p>Subject: Journalism Pacing: May- June (approx. 20 days) Unit Theme: Journalism: Broadcast and New Media</p>
<p>Overarching Standards</p>	<p>Reading Standards for Literature CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Reading Standards for Informational Text CCR Anchor Standard for Reading 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR Anchor Standard for Reading 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR Anchor Standard for Reading 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCR Anchor Standard for Reading 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. CCR Anchor Standard for Reading 6 Assess how point of view or purpose shapes the content and style of a text. CCR Anchor Standard for Reading 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCR Anchor Standard for Reading 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCR Anchor Standard for Reading 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

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	<p>Writing Standards</p> <p>CCR Anchor Standard for Writing 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCR Anchor Standard for Writing 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor Standard for Writing 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCR Anchor Standard for Writing 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCR Anchor Standard for Writing 10 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.</p> <p>Speaking and Listening</p> <p>CCR Anchor Standard for Speaking and Listening 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCR Anchor Standard for Speaking and Listening 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCR Anchor Standard for Speaking and Listening 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR Anchor Standard for Speaking and Listening 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Language Standards</p> <p>CCR Anchor Standard for Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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	CCR Anchor Standard for Language 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Enduring Understandings	<ol style="list-style-type: none"> 1. New Media is interconnected through social technologies which shape news delivery, creation, and editorial choice. 2. Technology has changed the style of news consumption and increased the speed in which news is delivered and the accuracy of news may be affected due to speed concerns. 3. Integration of modalities creates higher quality news resources that interact with the consumer of the news. 4. New Media is a dialogue between the journalist and the audience. 5. Edited and polished writing is essential to publication.
Essential Questions	<ol style="list-style-type: none"> 1. How has the role of the journalist changed with the advent of social technology? 2. How do journalist ensure that information is related accurately in a 24/7 news world? 3. What is the relationship between the journalist and their audience? 4. What are the steps to polished and publishable work? 5. How can you create a solid broadcast?
Priority Standards	<p>Reading Standards for Literature</p> <p>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.</p> <p>RI.11-12.2 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.</p> <p>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.</p>

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	<p>Reading Standards for Informational Text</p> <p>RI.11-12.4 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI. 11-12.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI. 11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Writing Standards</p> <p>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.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing,</p>
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	<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.10 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.</p> <p>Speaking and Listening</p> <p>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.</p> <p>SL.11-12.2 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.</p> <p>SL.11-12.3 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.</p>
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	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>Language Standards</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3 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.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Supporting Standards</p>	<p>Reading Standards for Literature</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Reading Standards for Informational Text</p> <p>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.</p>

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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.

Writing Standards

W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Speaking and Listening

SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Language Standards

L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

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	determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	
<p>Suggested Strategies/Modes</p> <ol style="list-style-type: none"> 1. Bell headlines 2. Group work 3. Pair work 4. Whole class discussion 5. Writing to learn 6. Note taking 7. In- class readings 8. Presentations 9. Writing journals 10. Exit slips 	<p>Suggested Materials/Resources</p> <p>Non-Fiction: Textbook: <u>Journalism Matters</u>, NY Times Online Resource, Local and National Print and digital news publications.</p> <p>Language: Academic Vocabulary and Jargon</p> <ul style="list-style-type: none"> • Broadcast journalism, natural sound, reveal, announcer, newscaster, news package, talent, script, pronouncer, total running time, stand-up, script rundown, mixed media, new media, blogger, post, web community, model T, podcast, vidcast, RSS feed, golden nugget, logging. 	<p>Suggested Assessments</p> <ol style="list-style-type: none"> 1. Journals 2. Journal responses 3. Constructed responses 4. Harkness and class discussion, both small and large 5. Individual conferences 6. Evaluation of sources 7. Benchmark tasks 8. Peer and self assessment 9. Creative projects 10. Reading comprehension quizzes and tests