

# COURSE OF STUDY GUIDE

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

**TITLE OF COURSE:** News Media

**DEPARTMENT:** English      **DATE REVISED:** August 1, 2016

**GRADE:** 10-12

### **I. COURSE ORGANIZATION**

Length: 1/2 school year      Credits: 2.5

Periods Per Week: 3      Weighted:

Prerequisite:

### **II. COURSE DESCRIPTION**

The News Media elective is designed for students who have advanced skills in technical writing and desire to write in a journalistic format. Students will review different types of news media including newspapers, magazines, radio programs, photo journalism and internet based forms such as blogs and podcasts and the elements which comprise each form of news media. A focus will be on maintaining a writing portfolio of work which will reflect students' learning.

### **III. COURSE MISSION**

The mission of the News Media Curriculum is to encourage students to think and write for a variety of news mediums. This will be accomplished through class discussion, cooperative learning activities as well as individual and group writing assignments in order to prepare students for college writing classes and careers.

### **VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS**

- Standard Forms  
Example: Students will identify, define, and use unit appropriate literary devices and vocabulary
- Written  
Example: Students will prepare several writing samples about various topics and for various types of news mediums
- Visual  
Example: Students will collectively create a newspaper and will be responsible for individually creating a blog/podcast for their peers and myself to access
- Public Speaking  
Example: Students will interview with other students and present findings in a descriptive oral presentation introducing interviewees to audience

- Portfolio  
Example: Students will submit a collection of their writing samples that reflect their writing ability.

## VII. POSSIBLE ASSESSMENT TASKS

### Unit 1-Newspapers

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: research specific school events and interview faculty to write articles that will be used for our class newspaper assignment

### Unit 2- Radio/Television

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: Comparing/contrasting how two different radio programs/television new channels portray the same current event

### Unit 3-Photo Journalism

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: Select an example of photo journalism and write an article about the story that the pictures are trying to tell. Students will be expected to create a visual media presentation about their subject to present to the class.

### Unit 4-Blogs/Podcasts

- Vocabulary test
- Objective quizzes; journal entries
- Major writing assignments: students will create a blog/podcast with several entries on topics that they feel are important to them/society in general today

**Final benchmark assessment:** The student’s portfolio of their writing will serve as their final benchmark assessment.

## VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

### Content Pacing Guide & Standards

<b>Unit 1</b>		
<b>Unit Title: Newspapers</b>		
<b>Content vocabulary</b>	<b>Standards</b>	<b>Time Frame</b>
<ul style="list-style-type: none"> <li>• Interview terms</li> <li>• Parts of the newspaper</li> </ul>	CCSS.ELA.RI. 1; 3-7	2-3 weeks

<b>Interview skills</b> <b>Newspaper article writing</b> <ul style="list-style-type: none"> <li>• Interview faculty members and write about their role in our school</li> <li>• Attend school events and report what happens <ul style="list-style-type: none"> <li>-Sporting events</li> <li>-Talent shows</li> <li>-Plays/musicals</li> </ul> </li> </ul>	CCSS.ELA.W.1a-e; 2a –f; 4-6; 8; 10 CCSS.ELA.SL.1a-d; 2-6 CCSS.ELA.L.1-4; 6	
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<b>Unit 2</b> <b>Unit Title: Radio/Television</b>		
<b>Content vocabulary</b> <ul style="list-style-type: none"> <li>• Radio and television news terms</li> </ul> <b>Analyzing Radio/Television Newscasts</b> <ul style="list-style-type: none"> <li>• Listen to/watch different types of newscasts</li> <li>• Focus on how two different mediums report about the same event</li> <li>• Write an article appropriate for television/film about a local/school event</li> </ul>	<b>Standards</b> CCSS.ELA.RI.3-7 CCSS.ELA.W.1a-e; 2a-f; 3a-e; 4-6; 8; 10 CCSS.ELA.SL.2; 4-6 CCSS.ELA.L.1-3	<b>Time Frame</b>  3-5 weeks

<b>Unit 3</b> <b>Unit Title: Photojournalism</b>		
<b>Content vocabulary</b> <ul style="list-style-type: none"> <li>• Photoshop terms</li> </ul> <b>Interpreting photojournalism</b> <ul style="list-style-type: none"> <li>• Identify a photojournalist’s purpose</li> <li>• Prepare a presentation about their purpose</li> <li>• Create a photojournalistic piece</li> </ul>	<b>Standards</b> CCSS.ELA.RI.7 CCSS.ELA.W.2a-f; 3a-e; 4-6; 10 CCSS.ELA.L.1-3	<b>Time Frame</b>  5 weeks

<b>Unit 4</b> <b>Unit Title: Blogs/Podcasts</b>		
<b>Content vocabulary</b> <ul style="list-style-type: none"> <li>• Terms that apply to blogs/podcasts</li> </ul> <b>Students created blog/podcast</b> <ul style="list-style-type: none"> <li>• Students will create a blog/podcast that analyzes a current event/topic that they feel impacts them/our town/state/country directly</li> <li>• Students will interact with each other’s blogs/podcasts</li> </ul>	<b>Standards</b> CCSS.ELA.RI.1-7 CCSS.ELA.W.1a-f; 2a-f; 3a-e; 4-8; 10 CCSS.ELA.SL.1a-d; 2-6 CCSS.ELA.L.1-3	<b>Time Frame</b>  6 weeks

**IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS**

Possible instructional techniques may include but may not be limited to the following:

**Resource Center** – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion** – Computer software, oral tests, visual organizers, study guides, and cooperative learning activities

**Enrichments** – Field trips, guest speakers, simulations, drama, and poetry

Students are provided with a basic vocabulary and curricular materials that are to be used for each unit's writing assignment. After teacher led instruction for each assignment, students will be expected to work independently and within small groups to complete each assignment. Technology materials are used when appropriate.

## **X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS**

*Videos:*

*Illustrations:*

*Art:*

*Music:*

*Other Subjects*

## **XI. MATERIALS/TECHNOLOGY**

**Unit 1** –Newspapers: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

**Unit 2** - Radio/Television: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

**Unit 3** - Photojournalism: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

**Unit 4** – Blogs/Podcasts: laptop/PowerPoint for teacher for vocabulary introduction and journals, projector, computer and internet access for students for writing

### **Addendum**

#### **Benchmark #1**

Directions- You will be interviewing a peer to get to know them. You will be expected to ask questions and take notes during the interview process. Once the interview is over, you will write an article about your peer using the information from your interview.

#### **Benchmark #2**

Directions- You will research a local event that is of interest to you and create a blog/podcast about the topic/event. You will be responsible for attending the event, taking pictures of the event and writing an article about the event that will then become your blog/podcast.