



PISCATAWAY TOWNSHIP SCHOOLS

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Journalism 2

Content Area: ELA

Grade Span: 10-12

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COURSE OVERVIEW

Description		
<p>Journalism II is a year-long workshop class where students utilize the concepts and skills introduced in Journalism I to produce a variety of polished written, audio, and video stories that are suitable for publishing in the Piscataway High School newspaper, <i>The Chieftain</i>.</p>		
Goals		
<p>This course will challenge students to produce 10 or more advanced articles that are of publishable quality in <i>The Chieftain</i>. Additionally, students will learn about and practice advanced audio and visual reporting techniques that are not covered in Journalism I. Finally, this course will help prepare students for leadership (editorial) positions in <i>The Chieftain</i>.</p>		
Scope and Sequence		
Unit	Topic	Length
1	Introduction to Editing	4 weeks
2	Advanced Photojournalism	6 weeks
3	Advanced Data Analysis and Infographic Creation	4 weeks
4	Composing Compelling Feature Stories	8 weeks
5	Broadcast Journalism: Conducting Interviews on Camera	6 weeks
6	Creating Video Features	10 weeks
Resources		
<p>Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.</p>		
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● www.studentpress.org/nspace - The National Scholastic Press Association ● cspa.columbia.edu - The Columbia University Scholastic Press Association ● www.poynter.org - Scholarly and professional articles on journalistic interviewing ● www.cjr.org - Columbia Journalism Review ● www.ajr.org - American Journalism Review ● https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum - School Newspapers Online digital curriculum 		

UNIT 1: Introduction to Editing

Summary and Rationale	
<p>This unit introduces students to the critical role of editing. Students will review elements of AP style and will edit at least two articles written by other students for <i>The Chieftain</i>. Thinking like an editor and reviewing other writers' works will help students revise their own articles and will also help prepare them for leadership (editorial) roles for <i>The Chieftain</i>.</p>	
Recommended Pacing	
<p>Total time: 4 weeks (8-10 classes)</p> <ul style="list-style-type: none"> ● Review AP standards (2-3 classes) ● Review 2+ student articles (4-5 classes) ● Write at least 1 article for <i>The Chieftain</i> (2-3 classes) 	
State Standards	
<p>Standard: NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
CPI #	Cumulative Progress Indicator (CPI)
W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<p>Standards: NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
CPI #	Cumulative Progress Indicator (CPI)
L.11-12.1 & 2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>Standard: NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
CPI #	Cumulative Progress Indicator (CPI)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Journalism editors help writers meet specific stylistic guidelines and fix grammatical errors. • The APA is a set of stylistic guidelines that professional journalists adhere to. • Having another reader read a writer's work is extremely valuable in that it helps a writer see their writing from a differing perspective. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is APA and why is it important for journalists? • What is the role of an editor? 	

- How can another writer reading your work be helpful?

Objectives

Students will know:

- The fundamentals of AP style help maintain high and uniform journalistic standards.
- What the role of an editor is and why editors are important.

Students will be able to:

- Edit student articles (according to APA guidelines) and prepare them for publishing on *The Chieftain*.

Resources

Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.

Suggested Resources:

- www.studentpress.org/nspa - The National Scholastic Press Association
- cspa.columbia.edu - The Columbia University Scholastic Press Association
- www.poynter.org - Scholarly and professional articles on Journalism
- www.cjr.org - Columbia Journalism Review
- www.ajr.org - American Journalism Review
- <https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum> - School Newspapers Online digital curriculum

UNIT 2: Advanced Photojournalism

Summary and Rationale

Students will build upon the photographic elements introduced in Journalism I and practice incorporating photographs into a part of each article they write. Students will need to attend at least two school/sports events, take engaging photographs of those events, edit those photos, and include them as part of their articles.

Recommended Pacing

6 Weeks

- Review photography techniques and strategies (2-3 classes)
- Learn how to use the DSLR Chieftain camera (2 classes)
- Plan/attend school event, take photos at event, edit photos, and compose article (5 classes)
- Plan/attend school event, take photos at event, edit photos, and compose article (5 classes)

State Standards

Standard: NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CPI #	Cumulative Progress Indicator (CPI)
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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.
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Standard: NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CPI #	Cumulative Progress Indicator (CPI)
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W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • There are a set of core photographic guidelines (such as the “rule of thirds” that can significantly improve photographs. • A picture truly can be “worth a thousand words”. • Applying some simple edits can often immensely improve a photograph. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What makes a photograph effective? • What types of photographs will be most appropriate for my stories? • How can I edit a photograph to make it even more powerful? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • How to utilize elements of photography to take effective photographs that add to the impact of a story <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a professional DSLR, as well as their cell phone camera to take photographs at school events for at least two articles • Edit their photographs to increase their effectiveness 	
Resources	
<p>Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • 7 Photojournalism tips: https://www.youtube.com/watch?v=zsO9IObsaRA • Photo composition tips: https://www.youtube.com/watch?v=7ZVyNjKSr0M • https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum - School Newspapers Online digital curriculum 	

UNIT 3: Advanced Data Analysis and Infographic Creation

Summary and Rationale
Students will build upon the Introduction to Infographics unit from Journalism I by looking more closely at how visual displays of data are used in journalism, and then they will collect data, create an infographic, write, and edit an article for <i>The Chieftain</i> .
Recommended Pacing
<p>4 weeks (10 classes)</p> <ul style="list-style-type: none"> • Review of data analysis (1 class) • Review of infographics (1 class) • Brainstorm, collect data, create infographic, write, and edit article (5 classes) • Write at least 1 additional article for <i>The Chieftain</i> (2-3 classes)
State Standards

Standard: NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	
CPI #	Cumulative Progress Indicator (CPI)
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.
Standard: NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Using infographics is a powerful way to engage your audience and provide clarity to data. Data gathering and analysis can create depth and provide additional context for reporting. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can data enhance the comprehension of information? How can data engage readers? How can data be presented effectively? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> How to utilize infographics effectively to convey important information How to gather data that is pertinent to a story <p>Students will be able to:</p> <ul style="list-style-type: none"> Write at least one article for <i>The Chieftain</i> that utilizes data gathering and infographic creation to engage and inform the audience 	
Resources	
<p>Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum - School Newspapers Online digital curriculum Canva.com - Infographic creation website https://www.americanpressinstitute.org/publications/reports/strategy-studies/data-journalism/ 	

UNIT 4: Composing Compelling Feature Stories

Summary and Rationale

Feature stories allow journalists to bend the rules of traditional journalism and produce writing that is longer, more creative, and more personal. Because of this, though, features also have the potential to be more memorable. This unit builds on the introduction to feature stories unit in Journalism I. Students will compose at least two feature stories - one written, and one audio - for publishing in *The Chieftain*.

Recommended Pacing

8 weeks

- Review elements of feature stories, view sample feature story models (4 classes)
- Brainstorm, research, plan, write, edit, and publish first (audio or written) feature story (8 classes)
- Brainstorm, research, plan, write, edit, and publish second (audio or written) feature story (8 classes)

State Standards

Standard: NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CPI #	Cumulative Progress Indicator (CPI)
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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.
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Standard: NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CPI #	Cumulative Progress Indicator (CPI)
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W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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Standard: NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI #	Cumulative Progress Indicator (CPI)
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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.
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Instructional Focus

Unit Enduring Understandings

- Feature stories can combine fiction and non-fiction elements to captivate and entice readers in order to expand on a news topic over a longer body.
- Feature stories require more time, planning, energy, and research to complete successfully.

Unit Essential Questions

- What separates a feature story from a regular article?
- How do I write an effective feature story?

Objectives

Students will know:

- How to plan, compose, and edit an effective and engaging feature article
- Feature articles commonly use literary devices like symbols, metaphors, and conflict to enhance the story and make it more accessible to the reader while remaining factual

Students will be able to:

- Compose a feature story that will feature an infographic or photos

- Compose a feature story podcast

Resources

Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.

Suggested Resources:

- Kelsey Samuels - Think like a Journalist TED talk:
<https://www.youtube.com/watch?v=o9rBZ5FwFjw&t=13s>
- Student News Source standout feature articles: <https://bestofsno.com>
- NPR Student podcast challenge winners
<https://www.npr.org/2022/04/02/1090358785/the-best-college-podcasts-of-2022-nprs-college-podcast-challenge>
- NYTimes feature samples: <https://www.nytimes.com/spotlight/the-great-read>
- Pulitzer-Prize Winning Feature Articles: <https://www.pulitzer.org/prize-winners-by-category/211>
- <https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum> - School Newspapers Online digital curriculum

Unit 5: Broadcast Journalism: Conducting Interviews on Camera

Summary and Rationale

As so much of the school newspaper revolves around reporting on school activities and student life, it is critical to give the members of the school community a voice. Additionally, being a strong reporter involves talking to others to get information about a story, so conducting video interviews will help student reporters hone their interpersonal skills. Finally, this will help prepare them for the upcoming video feature story project.

Recommended Pacing

6 weeks (15 classes)

- Introduce elements of a video interview and watch sample interviews (sit down, on location, etc) (2 classes)
- Introduce students to the A/V equipment and resources we have at PHS (2 classes)
- Students learn how to use video equipment (lighting, camera, microphone) (2 classes)
- Brainstorm interview topics, plan out interview(s) (3 classes)
- Attend event(s) conduct interview(s) (2 classes)
- Students learn how to edit and export their video (2 classes)
- Write at least 1 article for *The Chieftain* (2 classes)

State Standards

Standard: NJSLSA.SL1. 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.

CPI #	Cumulative Progress Indicator (CPI)
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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
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Standard: NJSLSA.SL4. 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.

CPI #	Cumulative Progress Indicator (CPI)
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SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Although preparation is extremely important for interviews, it is important for an interviewer to also adjust his or her questions as the interview develops. • Video interviews can provide an immediacy and impact that is simply not possible through a written medium. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What advantages does a video interview have over a written one? Are there any disadvantages? • What interview location should I use and why? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • How to prepare for an interview • How to set-up and conduct a video interview • How to edit and export an interview <p>Students will be able to:</p> <ul style="list-style-type: none"> • Plan, conduct, and edit a broadcast style video interview (sit-down or on-location) for <i>The Chieftain</i> 	
Resources	
<p>Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Four core interviewing principles: http://www.columbia.edu/itc/journalism/isaacs/edit/MencherIntv1.html • Katie Couric on interviewing: https://www.youtube.com/watch?v=4eOynrI2eTM • Interviews: the Journalists' Toolbox: https://www.youtube.com/watch?v=ip36_qnjYsA • https://support.snosites.com/hc/en-us/categories/360003106874-Journalism-Curriculum - School Newspapers Online digital curriculum 	

Unit 6: Creating Video Features

Summary and Rationale	
<p>As the final project for the year, students will transfer everything they have learned and practiced as journalists, and apply that to visual storytelling. Visual storytelling is built on solid reporting at its core, but also requires a significant amount of technical knowledge to complete successfully, so much of this unit will entail planning and editing the video feature.</p>	
Recommended Pacing	
<p>10 weeks (25 classes)</p> <ul style="list-style-type: none"> ● Watch and analyze sample video features (2 classes) ● Brainstorm feature ideas (2 classes) ● Learn about the video techniques necessary for your feature: (J-cuts, establishing shots, etc...) (5 classes) ● Plan out the video: pre-production (Scouting locations, story outline, shot sheet, schedule, etc...) (5 classes) ● Create A-Roll (3 classes) ● Create B-Roll (3 classes) ● Editing: sound mixing and sound effects (2 classes) ● Editing: cuts, transitions, and titles (3 classes) 	
State Standards	
<p>Standard: NJSLA.SL4. 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>	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<p>Standard: NJSLA.SL1. 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>	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers building on others' ideas and expressing their own clearly and persuasively.
<p>Standard: NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
CPI #	Cumulative Progress Indicator (CPI)
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.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Although video storytelling at first may seem similar to traditional journalism, it requires a completely different set of skills that can take a long time to master. Producing an effective video story also often requires much more time and multiple people working collaboratively. 	
Unit Essential Questions	

- How does a video feature tell a story differently than a written feature?
- What stories are worth the effort of telling through video and why?

Objectives

Students will know:

- A video feature tells a story, and should have a clear beginning, middle, and end
- In addition to video, sound and lighting play critical roles in video features
- Pre and post production are just as - if not more - important in creating a video feature

Students will be able to:

- Plan, film, and use Imovie to compose and edit a video feature story that is suitable to stream on *The Chieftain*

Resources

Core Text: Ewell, J., Balmeo, M., Austin, E., & Hamm, R. (2019). JOURNALISM: Publishing across media. GOODHEART-WILLCOX.

Suggested Resources:

- The Pulitzer Center: Feature Stories: <https://www.youtube.com/user/PulitzerCenter>
- School Newspapers Online digital curriculum (Multimedia Journalism)
<https://support.snosites.com/hc/en-us/sections/360007615573-Multimedia-Journalism>
- The TV club teacher/advisor at PHS