



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



**CONTENT AREA(S):** ELA + Design & Technology    **GRADE LEVEL(S):** 8<sup>th</sup> Grade

**COURSE:** News Media Production    **TIME FRAME:** Quarterly (39-40 days)

## **I. Course Overview**

Perhaps one of the most important skills of our time is to critically read and carefully evaluate the news media. Eighth grade students in the Media Production course explore, evaluate, and generate news stories in various forms. This course examines the role of media in our society as we explore hard news, feature stories, opinion pieces and editorials, as well as podcasts and television news. Through studying journalistic writing traits and characteristics of news broadcasters, students practice writing articles or scripting audio or video reports for a variety of audiences and purposes. Students exercise methods for researching and interviewing and apply these skills in their final projects. Students will understand how to select a topic, research the topic, and write a script, feature article, or opinion/editorial piece. Finally, students will follow the stylistic guidelines of each type of writing and apply the information and skills they have learned throughout the unit to their news reports and broadcasts.

## **II. Units of Study**

- 1) Intro to Journalism: The Role of a News Reporter and Journalistic Ethics (~8 days)
- 2) First Amendment, Freedom of the Press and Bias in the News (~9 days)
- 3) 3-A: News Reports and Interviews (~6 days)  
3-B: Scripting for Podcast and Video Production- Movie and Book Reviews (~5 days)
- 4) Broadcast News and Production (~12 days)

## **III. Essential Questions**

### **Unit 1: Intro to Journalism: The Role of a News Reporter and Journalistic Ethics**

- What is the role of a reporter and how has it changed over time?
- What makes someone a journalist in the digital age?
- When reporting the news, what moral code binds reporters/journalists?
- What protections are afforded to reporters/journalists under the first amendment?
- What makes a source of information reliable?  
What is the importance of selecting trustworthy sources for information, and how can this be done effectively?

### **Unit 2: First Amendment, Freedom of the Press, and Bias in the News: Exploring Discussion Podcasts/Videos**

- How does the language in the first amendment relate to free speech for journalistic expression/news reporting?
- What is meant by bias in the media?
- What can/can't be written/reported?
- What could get a journalist into trouble?
- How do you know if a journalist is telling you the truth?
- How can bias be avoided when reporting the news?
- Which characteristics of a news reporter are most needed to create a strong podcast?



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- How do these characteristics differ from those needed for a video broadcast?
- How can I structure my podcast and video broadcast to project the characteristics of a strong reporter?

## **Unit 3 A: News Reports and Interviews**

- What are the qualities/characteristics of a strong news reporter?
- How can you develop questions that allow for in depth discussion rather than superficial information when conducting an interview.

## **Unit 3B: Scripting for Podcast and Video Production- Movie and Book Reviews**

- How can the 5W's and H of journalistic writing be transformed for video broadcasts?
- How do these characteristics differ from those needed for a podcast?
- How can I structure my video broadcast to project the characteristics of a strong reporter?

## **Unit 4: Broadcast News and Production**

- How do broadcast and printed news differ in purpose, audience, and format?
- Which purpose, audience, and format will best serve my purposes when creating an original video broadcast?
- How can I troubleshoot/change my game plan when navigating the world of technology (ie. video equipment, websites, WeVideo,etc)?

## **IV. Learning Objectives**

### NJSLS - ELA

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.6. Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Technology Integration | NJSLS 8.1

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex.



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telecollaborative project, blog, school web).

## 21st Century Integration | NJSL 9

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

## Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Interdisciplinary Connections

### Technology:

- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

## V. Instructional Materials

### Core Materials:

- WeVideo: Online Video Editor for Web, Mobile, Windows & Mac
- WeVideo Academy
- WeVideo Educational Resources
- NewsELA
- Twisted Wave
- Twisted Wave Resources Manual
- Teacher computer with Internet access and projector/Smart Board
- Google Classroom
- Chromebooks/Computing Devices
- Video Cameras
- Microphones
- Headphones
- Teleprompter
- Parrot Teleprompter App
- Dropbox

### Supplemental/District Created Materials:

- Audio of Josh Wolf Case
- Washington Post Article on Josh Wolf
- 60 Minutes -Alicia Shepard on Benghazi
- Saltzman 7 Handout/Questions



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- 5W's and H organizer and note taking support
- A-Google Classroom Slides for Interview Techniques and Question Development
- B-Student Note-Taking Handout: Interview Techniques and Question Development
- Podcast Steps
- News Podcast Template
- Broadcaster Qualities Self Evaluation Checklist
- News Show Brainstorming
- Book/Movie Review Template
- Video Goal Setting and Self Reflection

## **VI. Key Performance and Benchmark Tasks**

### Assessment Methods:

Students will complete a project for each unit with a combination of both group or individual assessments.

### **Unit 1: Intro to Journalism: The Role of a News Reporter and Journalistic Ethics**

#### Summative:

- NewsELA Assignment Newsela Assignment
- Saltzman 7 Organizer Saltzman 7 Organizer
- WeVideo tutorial and partnered videos
  - Video Reflection Doc

#### Formative:

- Class Discussion
- Journalism Scenarios and Benghazi Google Classroom questions- Google Classroom questions

### **Unit 2: First Amendment, Freedom of the Press and Bias in the News: Exploring Discussion Podcasts/Videos**

#### Summative:

- Google Classroom Assignment: Write your own news discussion script to be used for video taping, and set goals based on WeVideo assignment from last unit, and self evaluate after recording.
- Broadcaster Qualities Self Evaluation Checklist
- News Podcast Template

#### Formative:

- Class discussions
- Teacher feedback for groups and individuals.
- Peer and teacher feedback/support based on self evaluation checklist above.
- 5 W's and H Handout to be reviewed with the teacher and discussed with peers.

### **Unit 3-A:3-A: News Reports and Interviews**

#### Summative:

- Heart and Soul Interview Assignment
- Classmate's Interview Assignment



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## a. Checklist/Rubric: Heart and Soul Essay

### Formative:

- Class discussions based on note taking handout
- Teacher feedback for individuals and partners- conference with teacher for 1:1 or 1:2 review of note taking handout.
- B-Student Note-Taking Handout: Interview Techniques and Question Development

## **Unit 3-B: Scripting for Podcast and Video Production- Movie and Book Reviews**

### Summative:

#### Checklist/Scoring

- Broadcaster Qualities Self Evaluation Checklist
  - Book/Movie Review Template
  - Video Goal Setting and Self Reflection
- For this assignment, students are graded on their ability to self reflect and make changes based on goals they personally select.

### Formative:

- Class discussion
- Teacher/Student/Group discussions
- Research

### Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

## **Unit 4: Broadcast News and Production**

### Summative:

- Podcasts and Video Production-final project
- News Media Final Video Project Rubric
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### Formative:

- Class discussions
- Teacher/Student/Group discussions for steps, checklists, and
- Peer and teacher feedback
- Research reviewed with teacher
- Students will review individual scripts with peer group and teacher
- Groups will review their storyboard/sequence of segments with teacher
- Broadcast News Steps
- Final Project Checklist for News Show
- Storyboard Organizer PDF

### Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.



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## **Unit 1: Intro to Journalism: The Role of a News Reporter and Journalistic Ethics**

- Class Discussions
- Google Classroom Question Posts/Responses
  - Benghazi
- Groups will review their storyboard/sequence of segments with each other and with the teacher.

## **Unit 2: First Amendment, Freedom of the Press, and Bias in the News: Exploring Discussion Podcasts/Videos**

- 5 W's and H Handout (to be reviewed with a teacher and discussed with peers)
- Google Classroom Assignment: Write your own news story and self evaluate after recording.

## **Unit 3-A: News Reports and Interviews**

## **Unit 3-B: Scripting for Podcast and Video Production- Movie and Book Reviews**

### Research Skills

- Conducting Interviews
- Conducting Internet Research
- Scripting for a podcast

## **Unit 4: Broadcast News and Production**

- Research and Writing Skills
  - Conducting Interviews and Surveys
  - Conducting Internet Research
  - Story-Boarding for organization and structure
  - Script writing: purpose, audience and format
- Functional Literacies of Media Platforms (*to be learned throughout cycle*)
  - Recording, Revising, Editing and Polishing Skills for Podcast
  - Recording, Revising, Editing and Polishing Skills for Video
  - Writing, Revising, Editing, and Polishing Skills for News Articles

### Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

## **VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s**

### ***Special Education***

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarification and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.



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- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
  - Work chunked out based on tasks, individual check ins.
  - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- **Potential Saltzman 7 to News Stories/NewsELA articles Modifications:**
  - Support of student focus: verbal prompts, visual cues (lights out, etc.).
  - Positive reinforcement.
  - Pacing and guidance on assignments.: Work chunked out based on tasks, individual check -ins.
  - **Potential NewsELA Assignment Modifications:**
    - Use of Newsela.com to allow for interesting topics that can be read at a variety of reading levels.
    - Assist student in finding interesting topic and pulling out information; Organizer is helpful 5W's and H organizer and note taking support
    - Provide opportunities for students to discuss and/or dictate orally to help organize thoughts and break down directions; use graphic organizer for 5Ws and How
      - 5W's and H organizer and note taking support
      - Inverted Pyramid Organizer
  - **Potential Saltzman 7 Modifications:**
    - Use of Newsela.com to allow for interesting topics that can be read at a variety of reading levels.
    - Provide opportunities for students to discuss and/or dictate orally to help organize thoughts
  - **Potential Comparing News Headlines Modifications**
    - Allow students to compare 2 rather than 3 stories if needed
      - Comparing News Stories Template
  - **Potential Interview Modifications:**
    - Break down directions; use graphic organizer to help script; guide through categorizing and developing good questions (1 question for each category)
      - A-Google Classroom Slides for Interview Techniques and Question Development
      - B-Student Note-Taking Handout: Interview Techniques and Question Development
      - Interviews: How Do I Come Up With Questions
  - **Potential Podcast & Video Production Modifications:**
    - Break down directions; use graphic organizer to help script
    - 5W's and H organizer and note taking support
      - Support of student focus: verbal prompts, visual cues (lights out, etc.).
      - Positive reinforcement.
      - Pacing and guidance on assignments.: Work chunked out based on tasks, individual check ins.



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- Podcast steps
  - News Podcast Template
  - Broadcaster Qualities Self Evaluation Checklist
  - Book/Movie Review Template
  - Video Goal Setting and Self Reflection
- Potential Broadcast News Production Modifications:
  - Break down directions; use graphic organizer to help script
    - Broadcaster Qualities Self Evaluation Checklist
    - Inverted Pyramid Organizer Template
    - 5 W's and How Organizer
    - Storyboard Organizer PDF
    - Video Goal Setting and Self Reflection
    - Broadcast News Steps
    - Final Project Rubric
    - Final Project Checklist - Video/News Show

## ***English Language Learners***

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.
- Preferential seating.
- Break down directions; use a graphic organizer to help track information.
- Assist with role in group and assist.
- Assist with a checklist of goals and steps (Broadcaster Qualities Self Evaluation Checklist).
- Use graphic organizer to help script
  - Broadcaster Qualities Self Evaluation Checklist
  - Inverted Pyramid Organizer Template
  - 5 W's and How Organizer
  - Storyboard Organizer PDF
  - Video Goal Setting and Self Reflection
  - Broadcast News Steps
  - Final Project Rubric
  - Final Project Checklist - Video/News Show

## ***Gifted & Talented***

- Access to additional materials to develop ideas and project details.
  - Potential NewsELA Assignment Extensions:
    - Access to additional materials to develop ideas.
    - Student leadership opportunities (in class discussions).





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- Allow students opportunity to expand beyond Newsela when researching a topic so they can compare information from a variety of sources.
- Potential Saltzman 7 Extensions:
  - Allow students to evaluate the same story in more than one news outlet to determine reliability of sources.
- Potential News Report/Podcast Extensions:
  - Provide opportunity for a student to extend beyond group discussions and compare and explore additional news headlines.
  - Provide opportunity to develop news reports into podcasts with additional segment(s).
- Potential Interview Extensions:
  - Provide an opportunity for students to extend beyond group discussions and compare and explore and conduct additional news interviews.
- Potential Podcast & Video Production Extensions:
  - Provide opportunities for students to extend beyond group discussions and compare, explore, and conduct additional book, movie or other types of reviews.
- Potential Broadcast News Production Extensions:
  - Provide opportunities for students to take the lead in organizing and scripting segments and editing.
  - Provide opportunities for students to complete interviews that go beyond our interview unit.

## ***Students at Risk of School Failure***

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Break down directions; use a graphic organizer to help track information.
  - 5W's and H organizer and note taking support
  - A-Google Classroom Slides for Interview Techniques and Question Development
  - B-Student Note-Taking Handout: Interview Techniques and Question Development
- Assist with role in group and assist.
- Assist with a checklist of goals and steps.
  - Video Goal Setting and Self Reflection
  - Broadcaster Qualities Self Evaluation Checklist
  - Podcast steps



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## 504s

- Completely dependent on the student's 504 plan.
  - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
  - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
  - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific skills that require them.

### **GENERAL NOTES:**

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.