

PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT
JOURNALISM - HIGH SCHOOL

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Approval Date: August _____

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I. OVERVIEW

Journalism is designed to be a semester course offered for students at the High School level. This course emphasizes the importance of differentiating fact from opinion and truth from propaganda. The students will focus on how to read, view and listen to news media and current events with the intent of promoting news literacy. After identifying processes for determining source information and bias, each individual will experiment with developing and presenting news in a variety of media.

The Journalism course will utilize models and methods that facilitate student understanding. An emphasis will be placed on understanding bias as it relates to both the reporter and to the news consumer. The entire program is both academically and experientially based to maximize student learning and understanding by creating publications, broadcasts and podcasts to disseminate news, offer opinions and provide entertainment of interest and concern to their audience. Separately we assess students to gauge progress and inform instruction. Benchmark assessments will be administered throughout.

II. RATIONALE

Journalism will be offered to a wide range of students who have varying abilities and interests. Each individual will have the opportunity to explore a variety of media both familiar and unfamiliar. It provides strong interdisciplinary connections to areas of Language Arts, Public Speaking, Graphic Arts and Fine Arts. Students will consistently be afforded the opportunity to make real-world connections to media to which they are currently exposed in society today.

The Journalism curriculum is aligned with the New Jersey Student Learning Standards for English Language Arts--Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

III. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. Work individually and in teams to read, view and listen to content for its accuracy and make relevant connections, to support analysis of what the content says explicitly as well as inferentially, including determining where the content leaves matters uncertain.

2. Manage projects by successfully completing a variety of performance-based tasks in the creation and publication of media to disseminate news.
3. Communicate effectively with their partners to ensure that the projects are properly sourced, produced and effectively utilized.
4. Synthesize and assimilate knowledge to help them better understand complex content.
5. Become journalists who are technologically literate in today's society.

Link to NEW JERSEY STUDENT LEARNING STANDARDS

<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

<https://www.nj.gov/education/cccs/frameworks/ela/10.pdf>

- RI.9-10.1. Cite strong and thorough textual evidence and make relevant connections.
- RI.9-10.2. Determine a central idea of a text and analyze in detail its development.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings.
- RI.9-10.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Modifications/Differentiation and Adaptations:

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teach materials and assignments to students who require additional practice on the content, themes, concepts, and skills. Teachers may incorporate activities to appeal to multiple intelligences and learning styles. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

IV. ESSENTIAL QUESTIONS AND CONTENT

Overarching Essential Questions:

- a) What value does the collection and publication of both biased and unbiased

- information provide to a society?
- b) How can a student exhibit civic engagement through study of ethical and First Amendment issues?
 - c) How can students access media to build strong content knowledge and critical reasoning skills?
 - d) What are the benefits and drawbacks of using each of the varied media methods to publish the news? What is the role of the photojournalist?
 - e) How has social media impacted the way journalists report the news and how an audience consumes the news?
 - f) A very large part of creating effective journalism is rewriting: the first draft is rarely the best; improvements continue to suggest themselves. • How does one decide when the process has reached its ultimate goal?

Content:

Variety of media

- What is the function of print, video blogs and radio?

Applications of Journalism

- What is the relationships between when news happens and when it is reported?
- How does the medium help deliver the message?

Reporting, Writing, Editing, Revising, Publishing

- Collecting, selecting, reflecting, directing, and connecting reporting to a finished product

V. STRATEGIES

- Student projects
- Group discussion
- Individual conferencing

VI. EVALUATION

Summative Assessments: 50% - Research, write, produce and publish

Class Participation/Quizzes: 35%

Homework: 15%

VII. REQUIRED RESOURCES

Computer

- Word processing, ability to view video, camera, video camera

VIII. SCOPE AND SEQUENCE

1. **Identification: (About 15 days)**

Standards Covered: RI.9-10.1., RI.9-10.2, RI.9-10.3, RI.9-10-4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8

<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

Suggested Activities:

- a. Students are asked to identify the variety and limitations of methods of publication (newspapers, magazines, video blogs, radio)--will find a newspaper article and blog or podcast about same topic to compare/contrast (4 days)
 - i. Newspaper strengths are their inclusion of special interest sections, flexibility in ad size, ability to be passed along (shared) to others at flexible times, available at consumer's leisure; newspaper limitations are their inability to be updated in real time, cannot deliver sound or motion.
 - ii. Broadcast strengths include spectacular medium due to sound, animation, motion, as well as ability to be updated in real time; limitations include short life of message, broadcasts tend to lack detail
- b. Identify types of journalism (news, opinion, social media, humor, propaganda). Will bring in samples from print, social media (e.g. The Onion), radio (e.g. NPR's "Wait, Wait, Don't Tell Me"). Students will then write their own news, opinion, humor and propaganda pieces. Assessment would include meeting the length assigned, inclusion of focus of news/opinion/humor/propaganda, syntax (6 days)
- c. Scavenger hunt to discover parts of a newspaper, broadcast, video blog) (1 day)
- d. Identify the types of biases that exist (e.g., liberal v. conservative, stereotypes). Students would then write their own biased copy and be assessed on content, syntax, structure, length (4 days)
 - i. Students could identify bias in print--what should a journalist do to ensure objectivity in reporting?
 - ii. Students to locate bias in alternative media presentations--create a multimedia presentation on same topic but one with and one without bias to compare/contrast.
 - iii. Question and answer: is bias bad?

2. **Propaganda: (15 days)**

This identifies how historical events affected the practice, profession and ethics of journalism (e.g., Muckrakers, Yellow Journalism, McCarthyism, Watergate/Woodward & Bernstein, Stephen Glass, Wikileaks)

Standards Covered: RI.9-10.1., RI.9-10.2, RI.9-10.3, RI.9-10-4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8

<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

Suggested Activities:

- View *Shattered Glass*
- Identify muckrakers from history and their impact
- Investigate major Supreme Court freedom of speech cases like Tinker and

Hazelwood.

- Students will respond to prompt on board: What was the Hazelwood decision and its impact? Will write response in interactive notebook. Discuss. (Students in Hazelwood East High School in St. Louis had articles pulled by the principal; three students sued on grounds of censorship. In 1985 the fed court agreed with the principal; in 1986 the Circuit Court of Appeals for the Eighth District reversed the decision and found that the students' First Amendments rights had been violated; in 1987 the Supreme Court found in favor of the Hazelwood school district.)
- Discuss Burch v. Barker. (Students from Lindbergh High School in Washington State were reprimanded by school officials for distributing an alternative publication at a class picnic. The students sued and lost in federal court; the decision was reversed in a higher court and the students won.) To what degree should our school be concerned about such decisions?
- Discuss: Is the daughter of the President of the United States a public figure with regard to libel laws and privacy concerns? What about our school's football coach? If a student in our school is charged with a crime, can our paper print the name of that student? What are the legal and ethical issues involved?
- Examine case studies involving ethical decisions. Student will role play situations in which ethical decisions must be made.

3. **Newsworthiness (12 days)**

Standards Covered: RI.9-10.1., RI.9-10.2, RI.9-10.3, RI.9-10-4, RI.9-10.8

<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

- a. Define what makes something newsworthy, entertaining, appropriate by understanding one's audience
- b. Understanding source efficacy, fact versus opinion

Suggested Activities:

- Create a rubric with students to assess newsworthiness, which is defined as such:

1. Timing

The word news means that which is new. Topics that are current are good news. Young adults are used to receiving the latest updates.

A story with only average interest needs to be told quickly if it is to be told at all. If it happened today, it's news. If the same thing happened last week, it's no longer as interesting. We will walk a balance here as we are likely to create the facsimile of a newspaper once a month, so we will have to decide as a class the shelf life of a story.

2. Significance

The number of people affected by the story is important. A standardized test in which hundreds of students are impacted is more significant than a single class impacting only a dozen students.

3. Proximity

Stories which happen near to us have more significance. The closer the story to home, the

more newsworthy it is.

Note that proximity doesn't have to mean geographical distance. Stories from states with which we have a particular bond or similarity have the same effect. For example, we could update our Ovarions for Relief efforts.

4. Prominence

Illustrious students get more coverage just because they are illustrious. If a student breaks her arm it won't make the news, but if the award-winning track star breaks her arm it's big news.

5. Human Interest

Human interest stories are a bit of a special case. They often disregard the main rules of newsworthiness; for example, they don't date as quickly, they need not affect a large number of people, and it may not matter where in the world the story takes place.

Human interest stories appeal to emotion. They aim to evoke responses such as amusement or sadness. Newspapers often have a dedicated area for offbeat or interesting items.

In a monthly pitch meeting, students would suggest their ideas to the class and, applying the thought process of this rubric, students would determine the rundown, placement and length of the articles to appear.

- **News Writing versus Feature Writing Persuasive Essay**

Assignment: You are going to write a persuasive essay analyzing and evaluating News Writing and Feature Writing. After examining the two genres, you are to decide which is the more effective genre—not on the basis of your personal preferences, but according to which story type is more successful in achieving the intended effect in its audience. This means you must first determine what the journalist of each genre wants his audience to experience—both emotionally and mentally. Then, you must reach a conclusion. Finally, you must find evidence to support your inferences.

Your research will include sections from our text as well as newspaper articles printed within the last year. Analyze how the stories affected your thoughts and emotions about the news reported.

Process: Re-read both hard news stories and feature stories and create a comparison chart. Combine this understanding of the factual elements of the stories with your reactions to the stories.

Make a few notes on your thoughts and feelings. Consider: What was the news each story meant to convey? What are your impressions of the way the news was delivered? What is the bias of the journalist, and does it impact you negatively or positively as you read the news and feature stories? What did each journalist intend to be your reaction, and how successful was each?

Organization: Assemble these raw materials into a thesis. For instance, your thesis statement might read: "Between hard news writing and feature writing, _____ is the more successful of the two because" (Naturally, you would phrase this in your own words, please.) What facts would you need to convince your reader that one is more successful at achieving its goal than another? Will you be referring to controversy? Trends? Anecdotes? Vignettes? Human Interest? Informative Features? Profiles? Advance Stories?

Since you want your audience to agree with your opinion, you must collect logical pieces of information from both our textbook and at least two newspaper articles to convince your reader that your thesis is accurate. (Here's a hint: work backwards! Once you know where you want your audience to go, find the facts and convince them that your inferences are valid.)

Emphasize structure in this essay. Dedicate each of the three body paragraphs to just one point (e.g., the type of lead, the proximity to the reader, etc.) and alternate your sentences of textual evidence to illuminate information first about one genre and then the other. Pay attention to thoroughly developing your ideas. Use appropriate vocabulary, and be sure to integrate your quotes with some explanation as to why they are there!

Keep your sentences varied and punctuated correctly. Most importantly, sound convincing in your writing.

Directions for writing: Write a 5-paragraph persuasive essay supporting the fact that either Hard News articles or Feature Articles are more effective. Use reasons, facts, and examples to support your point of view. In addition to referring to our textbook, you must cite at least two additional newspaper articles printed within the last year.

Here's a hint to get started: If you do not know which opinion you hold, use two headings—"Hard News" and "Feature." List the reasons that support why each is effective. Under which column can you list more reasons and examples? Now, what is the position that you will take? Your opening paragraph needs to open with a grabber, something that captures the reader's attention. Your closing paragraph does much more than merely repeat what you write in the opening paragraph—instead, add a new idea, using a comparison; if your opening paragraph opens with a question, then your closing paragraph needs to answer that question; if you use imagery or a metaphor in your opening paragraph, then echo that image or metaphor in your closing paragraph. Most importantly, explain to your reader why he or she should care!

When you write a persuasive paper, you need to be aware of what the other side of the issue might be. Mention the other point of view and present arguments that answer the questions it raises. When you don't, it weakens your argument and appears that you have not thought the question through.

How do you create a Works Cited page?

For newspaper articles, include the name of the publication as it appears on the Masthead (absent any introductory article, like "The"). If the city of publication is not included in the name of a locally published newspaper, add the city in square brackets, after the name (like "Star-Ledger [Newark].") Nationally published papers do not need the city of publication added. Give the complete date—abbreviating all months except May, June and July. Do not give the volume and issue numbers even if they are listed. Include the edition if it is in the masthead (e.g., natl. ed., late ed.). Newspaper articles are often not printed on consecutive pages—for instance, an article might begin on page 1 but then skip to page 16. For such articles, write only the first page number and a plus sign, leaving no intervening space.

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice." *New York Times* 23 Jan. 2007, natl. ed.: D1+.

Rolnicki, Tom E., C. Dow Tate, and Sherri Taylor, eds. "Writing Specialty Stories." *Scholastic Journalism*. 10th ed. Ames: Iowa State Press, 2001. 65-86.

Criteria	Novice	Emerging	Strong	Superior
MLA style				
Content knowledge				

Spelling and grammar
Persuasiveness
Effective grabber
Effective conclusion

4. Writing/rewriting (15 days)

Standards Covered: RI.9-10.1., RI.9-10.2, RI.9-10-4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8
<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

- a. Who, what, when, where, why, how
 - i. Dissecting a story and backing out the questions asked to get the answers provided
 - ii. Identifying the source and weighing its efficacy
 1. **Modified News Lead**
 - a. The most obvious way to modify a news summary lead is to use only the feature fact, or perhaps only two of the 5Ws and H in the lead.
 - b. By delaying answers to essential reader questions, the writer can create a “hook.”
 2. **Nut Graph:** May choose to open with a brief anecdote as the first paragraph. First graph is soft and indirect.
 - a. The follow-up graph then is a more conventional summary of the main fact of the story. This follow-up is called the nut graph.
 3. **Vignette Lead**
 - a. Storytelling method—a vignette is a brief descriptive sketch or story. Longer than anecdotal/nut/graph leads; a vignette may be many paragraphs long, but eventually the writer returns to a more conventional news writing style.
- b. Daily observations (15 days--this would be an ongoing activity perhaps to start nearly every week of class discussion as a class starter)
 - i. Creating the habit of writing down observations and commenting on them; separating evidence from inference
 - ii. Comparing/contrasting student reporter notebooks with one another for compilation of best practices
- c. Audience awareness
 - i. How does knowledge of audience affect writing style or choice of medium?
 - ii. Diction, angle, length of piece
 - iii. Frequency of publishing--what is it competing with?

Suggested Activities:

- Students would be provided a news, feature, or editorial article, and in class we would dissect the story to identify what questions would need to have been asked to get the writer to write each sentence at a time. For instance, is it a who, what, when, where, why or how question? Why would these questions have been asked in this order? What do we imagine is the writer’s train of thought? We want to think like a reporter/writer. (4 days)

Writing the editorial

- i. Select a topic that is tied to some story to be published in same issue or has the potential for high reader interest.
- ii. Select a topic that has a local angle, even on a national or international situation.
- iii. Before writing your editorial, phrase the main point in one or two sentences; this will help you maintain focus.
- iv. Your topic needs to be thought through carefully; you must fully understand the topic.
- v. Since an editorial requires the presentation of some facts, you will need to do research. Don't rely solely on the Internet for this, as the Internet is not fully reliable. Always verify your data with a second source.
- vi. Opinion and editorial writing are similar in that they both offer subjective analysis. Opinions are signed and are written in the first person. They are less formal than most editorials. Many columnists develop a unique opening or closing that is always included. Editorials are unsigned and are the opinion of the staff as a whole.
- vii. Checklist for editorials: Does the piece have a purpose? Is the writing clear? Is the argument logical? Does the position taken represent the majority of the paper's editors?

Assessment (provide first letter of missing word and have student fill in either freeform or from a bank)

When writing advance stories, writers should be careful not to draw information from p(rofessional) p(ublications). Instead, the writer should concentrate on interviewing s(tudents) who have seen the p(erformance) previously or who are f(ans) of the performer. Providing extra information, such as the d(ates), t(imes) and l(ocations) of the performance and the c(ost) of the t(ickets) will be useful to student readers. In suburban areas or outlying locations, m(aps) to the performance venue can also be helpful to students interested in attending the event.

To get appropriate pictures, students should seek to obtain p(ublicity) p(hotos) by contacting local record stores or Recording Label media contacts to get p(ress) k(its).

Interview students who are f(amiliar) with a particular artist to provide s(trong), d(iverse) coverage and t(houghtful), in(formed) points of view.

Good reviews r(ecap) basic information such as the date and location of the event and give the reader a sense of the event. Reviews maintain r(eader) in(terest) by supporting information that is s(pecific) and d(etailed). Were particular songs included that speak to this performer's range? Was something omitted that left the audience disappointed?

Provide information about the s(how) as well as the p(erformer). How was the supporting staff? the staging? The quality of the sound? Give the reader a sense

of c(rowd) size.

When reviewing dramatic productions, books, movies, etc., give some of the p(lot) but avoid giving away endings or surprises.

In all cases, op(inions) should be backed by relevant ex(amples). If a performance warrants a negative review, be sure to give s(upport) to j(ustify) the opinion.

Columnists should make sure to use f(resh), or(iginal) material. Quotes and information should not be borrowed from p(ublished) sources or taken from the I(nternet) without permission. Columnists also need to s(ubstantiate) their op(inions) with strong, supportive statements.

List five types of Entertainment Features that our school paper might consider running:

- Daily observations would enable students to bring in evidence of their heightened awareness of school culture or other off-campus activities germane to the student body. This would be an ongoing class starter nearly every week to facilitate their understanding of the scope of the world around them as pertains to the interest of their readership--the students, faculty and administration of PHS. (15 days)
- To identify audience awareness, students would read online blogs or listen to podcasts with the intent of answering the question of for whom this copy was created (e.g. college-bound students) and then answer how the copy would be different if it were intended for a different audience (e.g. trade-oriented students, or faculty) (4 days)
- **Headline dos and don'ts**
 - Do
 - Read the article, especially the opening paragraphs, to understand the purpose and main idea.
 - Give the most general, overall focus/summary of the story.
 - Remember that the headline may be the only reason the reader decides to read the story (Entry point.)
 - Avoid headlines that can have more than one interpretation!
 - Limit the number of words—6 to 10, generally
 - Use strong, active verbs. ("To be" verbs—am, are, is—are generally understood, but not written out.)
 - Use present tense verbs.
 - Express a complete thought. Headlines usually read like simple sentences.
 - Use a secondary headline—or subhead—to convey an additional idea of a story.
 - Substitute a comma for the word "and."
 - Capitalize only the first word and proper nouns and adjectives. (This rule can be waived if your newspaper's style is for up-style headlines.)
 - Write a headline that is grammatically correct.

Write in the active voice.

- Don't
 - mislead the reader about the content of the article. Avoid downplay, exaggeration, sensationalism, hyperbole.
 - use the name of the school unless it's absolutely necessary.
 - use the verbs "participate" or "experience."
 - use labels or phrases for headlines.
 - put a period at the end of a headline.
 - use names, unless very well recognized. Use grades or positions instead.
 - use abbreviations or slang.
 - trivialize a serious story with the inappropriate use of puns or other word play.
 - separate words that belong together in a phrase. (All words in infinitives and prepositional phrases should be on one line.)
 - use more than one banner headline on a page.
 - repeat words on the same page. (Very common on sports pages.)
 - capitalize every word or every important word.
 - use "a," "an" or "the."
 - use first and last names; just use last names
- Design tips

Make headlines of 2-3 lines approx. the same length. You shouldn't be able to type more than one "m" in the space left blank on any line. Vary the length and number of lines in headlines on a single page. Use a smaller point size as you work down the page.. (The most important stories are highest on the page and have the largest headlines.)

Students will review and assess these true headlines:

True Newspaper Headlines

People employed by real newspapers (well, maybe not anymore) actually wrote this stuff

1. Something went wrong in jet crash, expert says
2. Police begin campaign to run down jaywalkers
3. Safety experts say school bus passengers should be belted
4. Drunk gets nine months in violin case

5. Survivor of Siamese twins joins parents
6. Farmer Bill dies in house
7. Iraqi head seeks arms
8. Is there a ring of debris around Uranus?

9. Stud tires out
10. Prostitutes appeal to Pope
11. Panda mating fails; Veterinarian takes over

12. Soviet virgin lands short of goal again
13. British left waffles on Falkland Islands
14. Eye drops off shelf
15. Teacher strikes idle kids
16. Reagan wins on budget, but more lies ahead
17. Squad helps dog bite victim
18. Shot off woman's leg helps Nicklaus to 66
19. Enraged cow injures farmer with ax
20. Plane too close to ground, crash probe told

5. **Basic Skills (12 days)**

Standards Covered: RI.9-10.1., RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7

<https://www.nj.gov/education/cccs/2016/ela/g0910.pdf>

Suggested Activities:

- a. Structure of a news story:
 - i. Lead, nut graf, inverted pyramid style, hourglass style, narrative style, use of quotes, two-source rule. Analyze published stories for these attributes
 - ii. Write applying these attributes
- b. Structure of a feature story:
 - i. Personality feature, news feature, human interest, historical feature, seasonal feature, how-to article, behind-the-scenes, review.

Writing feature stories:

Fill in the missing words in the paragraphs below from the word bank.

anecdote
awareness
beginning
end
entertaining
example
factual
features
impact
interviewing
inverted
middle
opinion
organization
powerful
process
pyramid
reporting
serious
statement

summary
timeliness
tone
writing

Feature stories come in all forms. Stories are as _____ as date rape and school safety. Or features can be as _____ as a story on the impact that childhood toys have on high school sophomores. What ties all these stories together is that:

They are _____, requiring _____ and _____.

They are not filled with the writer's _____.

They have a _____, _____, and _____.

The _____ is as varied as the story ideas.

The _____ form, which is typically used in straight news stories, is _____ used in _____.

Coming up with a good feature idea comes from a keen sense of _____ of life around you. For instance, talking to the kid in the Star Wars T-shirt who sits on the steps outside the cafeteria leads to a story on extremely shy teens.

_____ factors into a feature story. A story on teen suicide could run at any time in our school paper, but when such a story is covered after the death of a few of our students, the story will have a more _____.

Once a reporter collects the information for the story, the organization and _____ begin. The feature lead is not a _____ of the story. The feature lead is often a(n) _____, a(n) _____ or a(n) _____ that sets the _____ for the story.

c. Editorials

i. Editorials to criticize, explain, persuade, answer, warn, entertain. Students to learn how to create an identifiable tone and writing style.

d. Podcast

i. Blogs and broadcasts to criticize, explain, persuade, answer, warn, entertain. Students to learn how to create an identifiable tone and presentation style. Students will critique existing podcasts; students will create own podcasts.

6. **Interviewing (15 days)**

Standards Covered: RI.9-10.1.,RI.9-10.8

Suggested Activities:

- a. Instruction includes modeling such as being interviewed by teacher; interviewing teacher and other students in class with both questions prepared in advance and on the fly.
- b. Instruction includes viewing interviews like Frost/Nixon interview and daily interviews broadcast on television to isolate questions and evaluate if question was a prepared question or the result of responding to something just said by subject of interview.
- c. Student will learn how to prepare for:
 - i. Scheduled interview (e.g. research subject of the interview, research secondary sources about the topic)
 - ii. man-on-the-street interview (how many is a statistically significant representation? Should interview at least 5% of proposed audience. So if

reporting on an article about the 280 members of the senior class, reporter should interview minimum of 14 members of the senior class)

d. Preparation

i. Note-making skills

1. Confirming accurate spelling of subject's name, title, age,
2. Having questions at the ready
3. Listening to be able to respond to unexpected answers
4. Controlling the interview (e.g. asking subject to slow down when necessary to facilitate writing responses), keeping subject on-topic

ii. Research

1. Identify a secondary source to support understanding of a topic. For instance, if researching a story on a student's success at a sport, the reporter should find a secondary source in archival material such as a previously printed news article or previously broadcast blog to support the claim.
2. Seek out additional primary sources to support understanding of a topic. For instance, if an administrator says discipline issues are at an all-time low, reporter would diligently check with a member of our security for a confirmation.