Journalism Publication and Production

Unit 4- Editorial Writing
Course Philosophy

**Publication and Production** consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. The **Publication and Production** course is designed to provide an opportunity for students to learn about the role and responsibilities of a journalist and the control of mass media. Journalists are the channels through which information flows and they are the interpreters of events. This recognition, paired with the desire to influence, can produce good campaigning journalists who see themselves as regulators for the people in society. There is a difference between the desire to influence events for your own sake, and the desire to do it for other people. You should never use journalism for selfish ends, but you can use it to improve the life of other people - remembering that they may not always agree with you on what those improvements should be. This idea of journalists defending the rights of ordinary people is a common reason for young people entering the profession. Curiosity is a natural part of most people's characters and a vital ingredient for any journalist. Students will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the “**I DO, WE DO, YOU DO**” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Diagrams, charts, visuals and graphs

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
# Pacing Chart – Unit 4

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>8 weeks</th>
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<tbody>
<tr>
<td>Media Smarts <a href="http://mediasmarts.ca/">http://mediasmarts.ca/</a></td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
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</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
# Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th><strong>Seeking to build each learner’s capacity to do the following:</strong></th>
<th><strong>To include:</strong></th>
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<tbody>
<tr>
<td>Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Open-ended activities and projects</td>
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<td>Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Form and build on learning communities</td>
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<tr>
<td>The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
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<tr>
<td>Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<tr>
<td>Produce products that express insight, creativity, and excellence.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
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<tr>
<td>Possess exceptional leadership skills.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
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<tr>
<td>Evaluate vocabulary</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
</tr>
<tr>
<td>Elevate Text Complexity</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
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<tr>
<td>Inquiry based assignments and projects</td>
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<tr>
<td>Independent student options</td>
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<td>Tiered/Multi-level activities</td>
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Methods of Assessment

Participation:

- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough drafts
- advertising sale documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
<table>
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<tr>
<th>Essential Focus Questions:</th>
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<tr>
<td>• How do editorials and opinion editorials differ in content and/or purpose?</td>
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<tr>
<td>• How do tone and writing style affect column writing?</td>
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<tr>
<td>• What are the functions of an editorial?</td>
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<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>• Analyze editorials, opinion pieces, and columns for structure, style, and content.</td>
</tr>
<tr>
<td>• Write columns, which will maintain a common, identifiable tone and writing style.</td>
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<tr>
<td>• Research topics and write editorials.</td>
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<tr>
<td>Student Learning Objectives</td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>CCSS:</strong></td>
</tr>
<tr>
<td>RI.9-10.7</td>
</tr>
<tr>
<td>RI.9-10.8</td>
</tr>
<tr>
<td>W.11-12.8</td>
</tr>
<tr>
<td>W.11-12.7 CPI.9.4.12.C.(2).6</td>
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<tr>
<td>Students will editorials and opinion pieces.</td>
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</tbody>
</table>


The Career and Technical Education Partnership of New Jersey (CTEP) http://careertechpartners.org/

Media Smarts http://mediasmarts.ca/

The American Press Institute http://www.americanpressinstitute.org/

School Journalism http://www.schooljournalism.org/
Sample Activities/Lesson Starters

Editorial Writing

Lesson 1

1. Find a picture in your newspaper. Does it tell a story? Write an editorial describing your opinion of the pictures and why you think it should or should not be in your newspaper. (Thinking skills, creative writing)

2. Collect editorial cartoons. Discuss them with your classmates. Editorial cartoons may be any size, but they must express the artist’s opinion. Draw an editorial cartoon for your classroom newspaper about something you wish you could change in your school. (Social studies, language arts)

3. Find the editorial page by using the index in the newspaper. Locate, read, and circle those words that indicate an opinion and those that tell a fact. List the words on a chart in the correct category. Write an editorial expressing your feelings about the rule that dogs may not attend school. Use the words you have just learned. Put the editorial in your classroom newspaper. (Science, language arts)

Lesson 2

1. Read the headlines of the editorials on the editorial page. Select one editorial to read: then complete the following sentence: “This editor believes….” Write a letter to the editor telling if you agree or disagree with the editor. Be sure to say why you feel the way you do. (Social studies, thinking skills)

2. Pretend you are the editor of your classroom newspaper. What is of interest to your friends? Is it the school starting time, school lunches, or snack time? Write an editorial. Be sure to state the facts and then give your opinion. Write a headline for your editorial that makes your classmates want to read it. (Social studies, language arts)

3. Survey your classmates about their favorite comic strip. Collect the information and chart the results on graph paper. Write an editorial or draw an editorial cartoon about the results of the survey and how you feel about it. (Math, Language Arts)
Lesson 3

1. Write a consumer’s column recommending the best buys for students your age. Use ads from the newspaper as your sources of information. Make recommendations in several categories – for example, clothing, records, stereo equipment, sports equipment, cars. Remember to cite prices in your column and compare the costs of your recommendations to the costs of similar products you don’t recommend. (Math)

2. Select an editorial on a controversial issue in your newspaper. Take a “man in the street” poll of other students, asking their positions on the topic. Write your findings in an opinion column called Our Students Speak…. (Social studies).

3. Use the entire sports section of one day’s newspaper to compare coverage of professional and amateur sports. Count the numbers of stories devoted to each. Measure the number of inches of space given to each. Write an opinion column about the sports coverage in the local newspaper. Include your suggestions for changes. (Math, writing)