

Unit Plan

The Buzz Basics (The Fundamentals of Creating Good News)

Length and Audience: This unit plan is designed for 25 class periods that are 50 minutes each over a five-week period. It is intended for 9th or 10th grade students enrolled in their **first** journalism class. The primary target audience of this course will be a general education course, as well as Advanced and Advanced High ELL students who may be interested in journalism. Any special education students in this class will have recommended inclusion help for this particular unit. Also, any TAG students will receive more in-depth projects and additional, advanced readings and resources, which will be provided by the teacher to give the TAG students more challenging and stimulating course materials.

Rationale: It is important for all students, regardless of what career path they choose, to have an understanding of ethics, freedom of press and media influence, in order to be informed citizens of their respective communities. Additionally, it is necessary for all students to learn how to effectively communicate with differing audiences through a variety of media technologies. This will allow them to recognize how to gain control and interest when they are trying to engage with someone. Finally, understanding how to research, interview, write and edit an edit through the journalistic writing process will set students up for success outside of the class when it comes to writing literary analyses, memos or scientific papers.

TEKS/Content Objectives:

- §110.62. Journalism (One-Half to One Credit)
 - (b) Knowledge and skills.
 - (1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:
 - (A) identify the history and development of American journalism through people and events;
 - (B) identify the foundations of press law, including copyright law, the fair use exemption, and the ownership of intellectual property;
 - (C) identify the foundations of journalistic ethics;
 - (2) The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:
 - (A) distinguish the similarities and differences of print, broadcast, and online media; and
 - (B) distinguish the similarities and differences of news, feature, and opinion writing.
 - (3) The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
 - (A) demonstrate an understanding of the elements of news;
 - (B) select the most appropriate journalistic format to present content;

Enduring Ideas

- The proper steps to researching and developing an article from a first interview to the published piece.
- The causes of new journalistic approaches because of advances in reporting technology. Journalists can now use a variety of communication technologies instead of text to tell a story.
- The power media bias has to negatively influence society to believe false information, and why it is necessary to be able to identify media sources containing bias.
- The different journalistic styles of reporting and writing, and when each type of style should be used in developing a story.
- The right and responsibilities of the free press to accurately report the truth to the community, and why effective writing should be factual, accurate and intriguing in order to gain the audience's interest.

Essential Questions

- How are reporting and researching utilized to develop articles and opinion pieces?
- How does knowledge of specific writing styles impact a journalist's ability to communicate effectively?
- Why can revising a piece make it more engaging? Can word choice and sentence structure impact engagement?
- How has technology allowed for greater democracy in reporting and coverage?
- How does a news organization gain the trust of the public? How does plagiarism in media affect that trust?
- What are the historical, legal and ethical rights of the press? How have they shaped the responsibilities the press has to its community?

Assessments

- This five-week unit provides assessment ideas for students. These assessments include:
 - **Diagnostic assessments:** Daily “newsroom” discussions and class sharing.
 - Each student will be assigned to a group that will be their “newsroom” for the unit. These should be varied among skill and participation level.
 - Each group will work on a bell-ringer activity at the start of class.
 - **Formative assessments:** Start of the week journals for students to write down what they learned the previous week (except first week of class), which the teacher should collect to provide in-depth feedback. Additionally, students will have occasional in-class handouts that will be turned in for feedback.
 - **Semi-summative assessments:** A short essay or article every other week (except for the first week).
 - Each news article should be a different journalistic writing style.
 - **Final summative assessment:** A unit exam, which consists of a short in-class multiple choice exam, as well as written portion, which will consist of a long-form news article that the students will work on the last week of class.

Texts/Textbook

- For this unit, the textbooks and any additional texts used to cover the material as outlined in the Unit Calendar are up to the discretion of the teacher. It is recommended that the

teacher uses current, or historical, journalistic texts to maintain relevance and historical accuracy. These texts should be used to bring additional information to support the content objectives. It is highly suggested that textbooks be used sparingly, since journalism is constantly evolving and can be better represented through real forms of journalism as compared to a textbook. Teachers should refer to the Learning Resources section of the Unit Calendar for possible article, text and media supplements in place of textbook readings in order to provide a more relevant and engaging unit for students.

Unit Calendar (5 Weeks)

Day	Overarching Topic	Daily Topic	Content Objective	Instructional Strategies	Assessment(s)	Learning Resources
Day 1	History of American Journalism	People of the Press: Key Figures of American Journalism	<p>§110.62.(b)(1)(A)</p> <p>Students will be able to recognize power players in journalism and distinguish how each individual impacted the various forms of journalistic writing. They will also be able to organize the individuals by time periods and achievements.</p>	<p>Have students rotate in their “newsroom” groups between stations, which each represent different individuals. Students will arrange information about each individual in a graphic organizer.</p>	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Quizlet.</p> <p><i>Formative assessment:</i> Graphic-organizer that students complete and turn in at end of class.</p>	<p>Excerpt from Barbara Walters’ Monica Lewinsky Interview https://www.youtube.com/watch?v=fpCv-UT2yCU</p> <p>John Peter Zenger’s infamous article in the <i>New York Journal</i>: https://www.britannica.com/biography/John-Peter-Zenger/media/656490/127191</p> <p>Quizlet of key figures: https://quizlet.com/18579612/famous-historical-journalists-flash-cards/</p>
Day 2	History of American Journalism	War on Words: Medias Advancements Effect on War Perception	<p>§113.42.(c)(10)(A)</p> <p>Students will be able to understand how and why different media advancements shaped the public’s perception of WWII, the Vietnam War, the Gulf War and the Iraq/Iranian Conflict.</p>	<p>Discuss and show examples of different media advancements, and how they influenced people’s view on the wars. Then, have students work in newsrooms to summarize the cause and effect relationships between the</p>	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Kahoot game.</p> <p><i>Formative assessment:</i> Cause-effect chain that students will complete and turn in at the end of class.</p>	<p>Walter Cronkite, TV and The Vietnam War: https://www.washingtonpost.com/national/did-the-news-media-led-by-walter-cronkite-lose-the-war-in-vietnam/2018/05/25/a5b3e098-495e-11e8-827e-190efaf1flee_story_</p>

				different media advancements and their effect on the wars using a cause-effect chain.		http://html?noredirect=on&utm_term=.1c6f14adecf5 Gulf War Pool Reporting: https://www.youtube.com/watch?v=Z0woS5oOTqo How Vietnam Changed Journalism: https://www.nytimes.com/2018/03/29/opinion/vietnam-war-journalism.html?mtref=www.google.com&gwh=9AD5D3FD5BE8935C948403BEFECA3B09&gwt=pay&assetType=opinion WWII Radio Broadcast: https://www.youtube.com/watch?v=i9Nm8Wn6jk
Day 3	History of American Journalism	What's all the muck about?: The History of Muckrakers	§110.62.(b)(1)(A) Students will be able to explain how muckrakers paved the way for the free press that society has today. Students will also be able to compare and contrast key muckrakers and their impacts on society.	This is the first time students learn how journalism impacted social issues. Student will evaluate current issues of <i>The New York Times</i> in their newsroom groups and search for articles that would not be printed in society without a free press. Then, provide the students with concrete examples of muckrakers and their work to show how they used journalism to change the perceptions of the general public and	<i>Diagnostic assessment:</i> Bell-ringer activity in the form of a newspaper analysis. <i>Formative assessment:</i> Venn Diagram handout that students will complete and turn in at the end of class.	Mark Twain's Inkwell to Blogger Slippers: https://archive.nytimes.com/www.nytimes.com/learning/teachers/featured_articles/20080414monday.html Muckrakers Review Video: https://study.com/academy/lesson/the-muckrakers-of-the-progressive-era-definition-and-influence.html "The Jungle" by Upton Sinclair Minute Book Report Video:

				leaders on important social issues.		https://www.youtube.com/watch?v=CsBh1TyWSM4
Day 4	Press Law	Laws of the Land: Copyright Law, Fair Use Exemption and Ownership of Intellectual Property	<p>§110.62(b)(1)(B)</p> <p>Students will be able to understand the three major press laws that effect how journalists cover news and what news they can cover. Students will also be able to discuss the impact the laws have on journalists now with the growing number of media platforms.</p>	Discuss the three main press laws and show examples of each through court cases, articles and multimedia. Then, have students break up into their newsroom groups, and ask the groups to predict how these laws impact today's journalism with so many different media platforms.	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Kahoot game.</p> <p><i>Formative assessment:</i> Predictions from newsroom groups about press law that students will complete and turn in at the end of class.</p>	<p>Guiding Questions: http://www.splc.org/article/2014/08/know-your-rights-copyright-and-fair-use</p> <p>Copyright and Fair Use Video: https://www.youtube.com/watch?v=suMza6Q8J08</p> <p>10 Famous Intellectual Property Disputes: https://www.smithsonianmag.com/history/ten-famous-intellectual-property-disputes-18521880/</p>
Day 5	Press Law	Laws of the Land: Copyright Law, Fair Use Exemption and Ownership of Intellectual Property (Related to Day 4)	<p>§110.62(b)(1)(B) (Related to Day 4)</p> <p>Students will be able to examine the three major press laws and identify real-world examples of each law. They will also be able to differentiate between copyright law, fair use exemption and ownership of intellectual property.</p>	In newsroom groups from Day 4, students will pick one press law and create a presentation for the class on it. The students should differentiate how the law has changed from when it was enacted to present day. Additionally, students will need to identify two current-day examples of the use of the law.	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a press law online quiz.</p> <p><i>Formative assessment:</i> Group presentation, which the teacher will provide real-time feedback on.</p>	<p>Best Practice for Fair Use: http://cmsimpact.org/code/documentary-filmmakers-statement-of-best-practices-in-fair-use/#two</p> <p>Intellectual Property Animated Video: https://www.youtube.com/watch?v=8oGU0BciSI</p> <p>Press Law Quiz:</p>

						http://www.splc.org/page/student-press-law-quiz
Day 6	Photojournalism Ethics	A Picture is Worth a Thousand Words: The Important of Photojournalism Ethics	<p>§110.62(b)(1)(C)</p> <p>Students will be able to identify and evaluate photos for manipulations and alterations. Student will also be able to explain the responsibility photojournalists have to the public to produce honest and accurate photography.</p>	Place six infamously manipulated photographs around the room next to the original, unmanipulated photos for student to rotate through and evaluate in their newsroom groups. Students will then gather as a class to debate which photos manipulations, if any, were ethical, and why.	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a photojournalism Pictionary game.</p> <p><i>Formative assessment:</i> Weekly journal where students summarize what they learned in the previous week. This is to be collected by the teachers for feedback.</p>	<p><i>New York Times Article:</i> “The Camera Never Lies, But Software Can” https://www.nytimes.com/2004/03/11/technology/the-camera-never-lies-but-the-software-can.html</p> <p><i>TIME vs. Newsweek OJ Simpson Photos:</i> http://www.alteredimagesbdc.org/oj-simpson/</p> <p>Famous Altered Photos (It is recommended that photos be downloaded, so students do not go to websites.): https://www.snopes.com/fact-check/hand-mirror/ https://www.snopes.com/fact-check/shark-attack-2/ https://slate.com/culture/2015/07/the-bronx-documentary-center-highlights-manipulated-images-in-the-exhibition-altered-images-photos.html</p>

Day 7	Journalism Ethics	Civic Literacy: Understanding the Importance of Journalism Ethics	§110.62(b)(1)(C) Students will be able to describe the similarities and difference between libel, slander, defamation and censorship issues to ensure their understanding of each concept.	Discuss with students the key journalism ethics terms (libel, slander, defamation and censorship), and provide examples of how it effects journalism today more than journalism of the past due to the growing media platforms and technological advancements.	<i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Quizlet. <i>Formative assessment:</i> Graphic organizer of the different ethical terms, which students filled out during class. Teacher will collect at end of class and provide feedback.	LinkedIn Article on Difference Between Libel and Slander: https://www.linkedin.com/pulse/whats-legal-difference-between-libel-slander-john-soto Defamation, Slander and Libel YouTube Video: https://www.youtube.com/watch?v=64H5qti9xfA
Day 8	Journalism Ethics	The Great Divide: Ethical Dilemmas Between Privacy and Public Knowledge	§110.62(b)(1)(C) Students will be able to solve ethical dilemmas between the public's right to know versus an individual's right to privacy through real- world case studies.	Students will be provided with ethical dilemma case studies and learn how real journalists chose to handle the situation. Then, students will move to the four corners of the room (strongly agree, agree, disagree and strongly disagree) based on their opinions on how the journalist handled the ethical dilemma.	<i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Kahoot game. <i>Formative assessment:</i> Written reflection on today's ethical dilemmas activity, which the teacher will provide real-time feedback on.	Privacy versus Right to Know: http://schoolvideonews.com/Broadcast-Journalism/Privacy-versus-the-Right-to-Know <i>New York Times</i> Article with Privacy and Right to Know Examples: https://www.nytimes.com/2011/02/07/opinion/07mon3.html?mtrref=www.google.com&gwh=F74D4E525AFDADA0C2C8F76AB277F97E&gwt=pay&assetType=opinion Galella v. Onassis: https://www.bc.edu/bc_org/avp/cas/comm/free_speech/galella.html Wilson v. Layne: https://www.law.cornell.edu/supct/html/98-83.ZS.html

Days 9 & 10	Two Days: Print Media	Printing with a Purpose: The History of Print Media	<p>§110.62(b)(2)(A)</p> <p>Students will examine original print media and compare it to print journalism today. Students will also be able to distinguish the difference between the two and understand the “why” behind this difference.</p>	<p>The classroom will be divided into six different time periods from the 1700s to present day. At each station (time period), students will evaluate the print media at the time as they rotate through the stations with their newsroom groups. Students will describe the type of language, visuals and format used during each time period. Finally, students will reflect individually at the end of the class period on the similarities and differences between each time period.</p>	<p><u>Day 9</u> <i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Quizlet.</p> <p><i>Formative assessment:</i> Written reflection on key elements of print journalism, which the teacher will provide feedback on.</p> <p><u>Day 10</u> <i>Semi-summative assessment:</i> Essay over journalism laws and ethics.</p>	<p>A Brief History of American Print Journalism: https://www.thoughtco.com/here-is-a-brief-history-of-print-journalism-in-america-2073730</p> <p>First American Newspaper: https://www.britannica.com/topic/Public-Occurrences-Both-Foreign-and-Domestic</p> <p>Penny Press Video: https://www.youtube.com/watch?v=G MNSXGuJITl</p> <p>Historic Watergate Story from <i>The Washington Post</i>: http://www.washingtonpost.com/wp-srv/politics/special/watergate/part1.html</p>
Day 11 & 12	Two Days: Broadcast Media	Broadcast Basics: The History of Broadcast Media	<p>§110.62(b)(2)(A)</p> <p>Students will be able to understand how journalism changed with the introduction of broadcast media. Students will also examine the differences between radio and television over time.</p>	<p>This activity will mimic yesterday’s activity, but instead for online media.</p> <p>The classroom will be divided into six different time periods from the 1900s to present day. At each station (time period), students will evaluate radio and television clips at the time as they rotate through the stations with their newsroom groups. Students will describe the type of language, sound/visual quality and format</p>	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Quizlet.</p> <p><i>Formative assessment:</i> Written reflection on key elements of broadcast journalism, which the teacher will provide feedback on.</p>	<p>Nixon v. Kennedy Debate: http://content.time.com/time/nation/article/0,8599,202107800,00.html</p> <p>First TV Broadcast: https://www.youtube.com/watch?v=6iWJ5LObN2o</p> <p>History of ABC Radio Network: https://www.youtube.com/watch?v=L8zIgc3HcNo</p> <p>5 Historic Radio Broadcasts: https://beonair.com/five-historic-radio-broadcasts/</p>

				used during each time period. Finally, students will reflect individually at the end of the class period on the similarities and differences between each time period.		
Day 13 & 14	Two Days: Online Media	Let's Get Digital: The Start of Online Media	<p>§110.62(b)(2)(A)</p> <p>Students will be able to understand how journalism changed with the introduction of online media. Students will also compare and contrast all three forms of media (print, broadcast and online).</p>	<p>This activity will mimic the previous days' activities, but instead for online media.</p> <p>The classroom will be divided into six different time periods from the 1990s to present day. At each station (time period), students will evaluate online news pieces at the time as they rotate through the stations with their newsroom groups. Students will describe design, language and structure used during each time period. Finally, students will understand the differences and similarities between print, broadcast and online media by completing a Venn diagram, which will compare and contrast all three forms.</p>	<p><i>Diagnostic assessment:</i> Bell-ringer activity in the form of a Kahoot game.</p> <p><i>Formative assessment:</i> Venn Diagram comparing and contrasting the three forms of media, which they will turn in at the end of class for teacher feedback.</p>	<p>History of Online Journalism Slideshare: https://www.slideshare.net/tscurrie/history-of-online-journalism</p> <p>Timeline: https://onlinejournalismblog.com/2017/01/18/41-key-moments-in-the-history-of-online-journalism-have-i-missed-any/</p> <p>The Transition to Online Journalism: https://multimediajournalism.berkeley.edu/tutorials/digital-transform/</p>

Day 15 & 16	Two Days: News Writing	Write Now: News Writing Structure and Style	<p>§110.62(b)(2)(B)</p> <p>Students will be able to examine different articles written for hard news and understand its structure and style. Students will also be able to identify the key elements in a hard news story, so they can develop an outline for a news story of their own.</p>	<p>Discuss with students the proper format to a hard news story and why it is formatted in an inverted pyramid style. Also, discuss why hard news is quick, factual and not colorful. Then, have students break up into their newsroom groups and analyze several pieces of hard news provided to them. Finally, give students a hypothetical hard news situation and have them outline the different components of the story as a group.</p>	<p><i>Diagnostic assessment:</i> Bell-ringer in the form of Bingo with course content.</p> <p><i>Formative assessment:</i> Written reflection comparing and contrasting online, print and broadcast media.</p>	<p>The Inverted Pyramid: https://ohiostate.pressbooks.pub/stratcommwriting/chapter/inverted-pyramid-style/</p> <p>How to write a hard news lead: https://training.npr.org/digital/leads-are-hard-heres-how-to-write-a-good-one/</p> <p>Hard news basics overview reference: https://collegejournalism.wordpress.com/tag/hard-news-story/</p> <p>What is hard news video: https://www.youtube.com/watch?v=KNVD_tqzL1I</p>
Day 17 & 18	Two Days: Feature News Writing	The Main Feature: Feature News Writing Structure and Style	<p>§110.62(b)(2)(B)</p> <p>Students will be able to understand the elements and structure of a feature story. Students will also be able to examine different feature articles and identify the key elements within each, so they can develop an outline for a feature story of their own.</p>	<p>Discuss with students the proper format to a feature news story and why it is formatted in a narrative style. Also, discuss why feature news writing is considered soft, human-interest news. Then have students break up into their newsroom groups and analyze several feature stories provided to them. Finally, give students an inspirational story about a made-up person and have the</p>	<p><i>Diagnostic assessment:</i> Bell-ringer in the form of a Mad Lib with course content.</p> <p><i>Formative assessment:</i> Written reflection on key elements of feature news writing, which the teacher will provide feedback on.</p>	<p>Feature story explanation video: https://study.com/academy/lesson/feature-story-definition-format-examples.html</p> <p>Buzzfeed satirical feature stories: https://www.buzzfeed.com/sandraeallen/23-of-our-favorite-feature-stories-we-published-this-year</p> <p><i>Entrepreneur</i> article on feature stories: https://www.entrepreneur.com/article/166662</p>

				groups outline a feature story for it.		<i>New York Times'</i> 50 Best Feature Stories: https://www.nytimes.com/interactive/2015/09/21/business/media/50-of-our-best-stories-from-nytimes.html
Day 19& 20	Opinion Writing	Editorials, Columns, Cartoons; O My...: The Different Types of Opinion Writing	§110.62(b)(2)(B) Students will be able to understand and identify the various forms of opinion writing (editorials, columns and cartoons). Students will also examine different opinion pieces and compare and contrast the structure of each type of piece to help them understand when each should be used.	Discuss with students the main types of opinion pieces and how they differ from hard news and feature stories. Also, discuss how opinion writing changed the way journalists thought about writing news. Then have students break up into their newsroom groups and analyze several opinion pieces provided to them. Finally, students will write their own news, feature or opinion article to show the teacher if they have learned the different forms of journalistic writing.	<i>Diagnostic assessment:</i> Bell ringer in the form of a Kahoot game. <i>Semi-summative assessment:</i> Students will write and turn in a completed article in the style of their choice (feature, news or opinion).	Why newspapers still have editorials? https://www.usatoday.com/story/opinion/2018/02/05/why-do-newspapers-still-have-editorials/1063917001/ <i>Washington Post's</i> Opinions Page: https://www.washingtonpost.com/opinions/?utm_term=.e6692efbbca4 History of Opinion Journalism: http://drc.centerfornewsliteracy.org/content/short-history-opinion-journalism Steps for Writing an Opinion Piece Video: https://www.youtube.com/watch?v=-sVRgdmHGIU
Day 21	Writing Journalistic Texts	Journalists' Periodic Table: The 10 Elements of a Good News Story	§110.62(b)(3)(A) Students will understand the 10 elements to an effective news story, which will assist them in honing in on their final written assignment as part of their final for the class. With that being said, students will also understand	Introduce and discuss the 10 elements that make for an effective news story. Have graphic organizers for the students that have the 10 elements on them, so students can fill in the related information for each element. Then, hand out a	<i>Diagnostic assessment:</i> Bell ringer in the form of final assignment review. Students will review the final written assignment with their newsroom groups and then ask the teacher any questions.	Elements of News Quizlet: https://quizlet.com/63561023/10-elements-of-news-flash-cards/ 10 Elements of News Prezi: https://prezi.com/7xpl8ykbgwnw/10-elements-of-news/

			the expectations for the written portion of their final exam, which will be worked on throughout class this week.	document that has the rubric and instructions for written portion of the students' final exam. Review the assignment in detail and allow students to begin the outline of their news story for the remainder of class.	<i>Formative assessment:</i> Weekly reflection journal over the three types of news writing styles, which the students will turn in at the end of class for teacher feedback.	Writing a News Article: https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/
Day 22	Writing Journalistic Texts	Pen to Paper: Selecting a Story Idea	§110.62(b)(3)(B) Students will understand the importance of brainstorming in order to develop a thought out and interesting story. Students will also be able to choose the appropriate story format based on the chosen story idea from their brainstorm.	Review the final written assignment with the class again. Then have students brainstorm potential story ideas as a class and discuss the pros and cons of each brainstormed idea with the class. After, allow students to brainstorm a few additional ideas on their own and allow students to begin developing their new story for the remainder of class. While students are working individually, the teacher should go around to each student and get an idea of their story and provide any immediate feedback that is needed.	<i>Diagnostic assessment:</i> Bell-ringer in the form of a writing brainstorm. <i>Formative assessment:</i> Students will turn in what they have completed of their news story for teacher feedback.	Writing Process Video: https://www.youtube.com/watch?v=edZkuHHXDlo Three Different Brainstorming Tactics: http://www.edudem.com/three-techniques-brainstorming/ Brainstorming TedTalk: https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/best-practices-active-learning/active-learning-techniques/techniques-1.html
Day 23	Writing Journalistic Texts	The Peer Review Process	§110.62(b)(3)(A) §110.62(b)(3)(B) Students will understand how the journalistic review process works, as well as why editing is an important part of any newsroom. Students will also be able to identify the	Assign students the role editor in their newsroom groups and have students peer review each other's news articles. Review the key elements of a news story and the format of each type of news story, so students know what	<i>Diagnostic assessment:</i> Bell ringer in the form of a Kahoot game. <i>Formative assessment:</i> Written journal on what students learned from the essay process, which the teacher will collect	The Role of an Editor: https://www.bbc.com/news/entertainment-arts-39325536 Fundamentals of Editing: https://www.poynter.org/news/fundamentals-editing-editing-process

			key elements that need to be in a news story during the editing process.	to look for in each article they edit.	at the end of class for teacher feedback.	Guiding In-Class Peer Reviews: https://teachingcenter.wustl.edu/resources/writing-assignments-feedback/planning-and-guiding-in-class-peer-review/
Day 24	Writing Journalistic Texts	The Submission Process	<p>§110.62(b)(3)(A) §110.62(b)(3)(B)</p> <p>Students will understand the submission process of the newsroom. Students will also be able to infer how the newsroom processes are different in today's technology heavy world versus the past's print-heavy world.</p>	<p>The classroom will be divided into the different submission areas (editorial department, circulation, art department, visual department, print department and online department) of a newsroom. Teacher representatives from the department will volunteer to represent the different areas for the class period. Students will take their news stories they have been working on in previous classes around the newsroom and have it edited and adjusted, so it is submission ready.</p>	<p><i>Diagnostic assessment:</i> Bell ringer in the form of a Quizlet.</p> <p><i>Formative assessment:</i> Written journal on what students learned from the submission process simulation.</p>	<p>Structure of a Newsroom Slideshare: https://www.slideshare.net/sushantpathak4/structure-and-working-of-a-print-newsroom-publication-house</p> <p>NPR News Structure Article: https://www.npr.org/sections/npr-extra/2017/11/10/563254671/structural-changes-a-more-integrated-newsroom</p>
Day 25	Unit Overview	The Buzz Basics Overview	<p>§110.62.(b)(1)(A-C) §110.62(b)(2)(A-B) §110.62(b)(3)(A-B)</p> <p>Students will be able to identify important people, history and laws of journalism, as well as understand the importance of ethics in journalism. Students will also be able to understand the various forms of news writing and</p>	<p>Students will be grouped in their newsrooms and compete against the other newsrooms in the class for "Top Paper" in a game of Jeopardy, which will review the entire unit prior to the summative assessment.</p>	<p><i>Summative assessment:</i> Multiple choice end of unit exam, as well as students' end of unit news stories</p>	<p>Create Your Own Jeopardy Guide: https://www.youtube.com/watch?v=EvsMMaM-wY</p> <p>Jeopardy Template: https://jeopardylabs.com</p> <p>History of Journalism Quizzes: https://study.com/academy/practice/quiz-worksheet-</p>

			how the process of developing each form in the newsroom.			history-of-journalism.html History of Journalism Review Video: https://www.youtube.com/watch?v=yX2Pk1StQ38
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