

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

Journalism

Instructors:

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This elective course will be a journey into the practice and practical application of journalistic writing and media. Students will learn investigative skills, responsible reporting, media practices, and non fiction writing techniques as part of the course. Students will refine their writing and communication skills through the fundamentals of journalism. While working independently and collaboratively in a workshop style class, students will use this knowledge and their own voice to create content to be published in a professional media platform for their school and community.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Reading Comprehension: Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation: Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 4: Writing Informative and Narrative Texts: Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences

Standard 5: Writing Process: Develop and strengthen writing.

Standard 6: Writing Research: Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 7: Speaking and Listening: Discussion: Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Standard 8: Speaking and Listening: Presentation: Present information, findings, and supporting evidence, conveying a clear and distinct perspective

Unit 1	Basics of Journalism: Style and Integrity in Writing
Summary	Over the course of this unit, students will be introduced to the code of journalism ethics to remember in their reporting, to a style guide for grammar and writing conformity within the publication, and to the basic necessities of journalistic writing. Students will explore the ideas of what makes an effective journalist and look at the value of informing and story-telling in our society. This unit will involve reading and studying great journalistic works.
Performance Indicators Assessed In Unit	<p>Reading Interpretation:</p> <p>B. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p> <p>C. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6)</p> <p>Speaking and Listening: Discussion:</p>

	C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Unit 2	Newswriting Workshop
Summary	In this year long unit, students will begin to writing news pieces for the online news media platform of our school. This writing workshop style includes the entire writing process from development of newsworthy topics, to effective elements of style and rhetoric, to the editing process for publishable work. Students will receive instruction, coaching and conferencing, mini lessons, and peer feedback to rotate through a schedule of working on stories, writing, and publishing them.
Performance Indicators Assessed in Unit	<p>Writing Research:</p> <p>A. Collect relevant information from multiple print and digital sources.</p> <p>B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source</p> <p>Writing Process:</p> <p>A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>B. Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).</p> <p>C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>D. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p> <p>Writing Informational Texts:</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome.</p>

	<p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters.</p> <p>G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative.</p>
Unit 3	Exploration into Types of Reporting
Summary	In this unit, students will explore the different variations of journalistic writing in a more in-depth way. Students will be challenged to choose a type of reporting out of their comfort zone to research and to try on their own. We will also take time as a class to look at different modes of journalism like documentary style pieces, news broadcasting, blog and podcast creation, or magazine journalism. Students will be able to explore these areas of story-telling and informing too. Their exploration will conclude with a presentation.
Performance Indicators Assessed in Unit	<p>Writing Informative and Narrative Texts:</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Speaking and Listening: Presentation:</p> <p>C. Make strategic use of digital media in presentations.</p> <p>Speaking and Listening: Discussion:</p> <p>B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.</p>
Unit 4	Journalist of the Week
Summary	In this year long unit, students will be tasked with exploring a famous journalist every week and presenting their findings to the class. Students will be assigned a date to give their findings and information. Students will think about the accomplishments of the journalist as well as the topics they covered and what their impact on modern journalism has been (good or bad). Students will look to these published journalists for inspiration and exposure to the journalistic world through this work.
Performance Indicators Assessed in Unit	<p>Writing Research:</p> <p>B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source.</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources.</p>

Speaking and Listening: Presentation:

D. Adapt speech to a variety of contexts and tasks.

E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level.

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.