Digital Newsroom - 8th Grade Cycle Class
Length of Course: 9 weeks
Curriculum

Course Description: This 9 week cycle course introduces the students to the digitalization of our world and its impact through the guise of news media. The digital presentation of every part of our lives builds the need to provide students with guidance in reading, reviewing and publishing news on the internet. Digital journalism is the focus for representing the basic principles of responsible digital learners. The students will engage in the process of gathering of factual information, organizing their ideas, formating their writing, and editing it for digital publication.

Big Ideas: *Course Objectives / Content Statement(s) Introduction to Final Project - Published article on District Website, What is Digital Media, Digital Literacy, Digital Citizenship, Digital Footprint, and Trends in News,* ***Types of News***

Pacing: Weeks 1 & 2

Essential Questions	Enduring Understandings
	What will students understand about the big ideas?
Who is a digital native?	Students will understand that…
What is the place of digital media in our lives?	The various ways news is presented to society.
How has the internet changed journalism and our lives?	What digital media is, its impact on society, and society's impact on the media.
What is a digital footprint, and what does yours convey?	How the internet has changed journalism/reporting of news, impact on our lives including privacy.
How does the media determine what stories are important?	**Everyone has a digital footprint and that information from it can be searched, copied, and passed on to a larger, invisible, and unintended audience.**
What are the different types of news presented to the viewing audience today?	**Recognize that people's online information can be helpful or harmful to their reputation and image.**
	The types of news delivered today and how to differentiate between them.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)** Students will:	**Examples, Outcomes, Assessments** *(see note below about the content of this section)*

NJ Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Strand D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

Strand E: Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Common Core - ELA for Grade 8

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA- LITERACY.W.8.8

Instructional Focus:
- Identify and discuss the design and content of exemplary news websites such as nytimes.com, usatoday.com, newsweek.com, msnbc.com, cnn.com/studentnews, thetimes.co.uk. using a checklist for website evaluation and deconstruction.
- Identify the different roles necessary to produce a news web site (eg. editor-in-chief, desk editor, writer, researcher, photographer, videographer.)
- Identify essential components of a news web site (home page, news and feature "desk" pages, variety of text and visual media) and organize themselves into collaborative news and feature desk teams.
- Identify various types of media and discuss how and why they are used to communicate and inform including web sites, online advertising, online social media, TV, radio, print media (newspapers and magazines), billboards, direct mail.
- Identify the different types of writing used to produce online news content such as news reporting, feature stories and editorial.
- Examine the uses of digital citizenship and ethics in the media
- **Distinguish the difference between hard news and soft news. (Types of news.)**

Sample Assessments:
Pre-assessment on Digital Life 101 through Socrative App or on Digital Literacy

In-class assignments such as:
Where's the info worksheet
Researching your local Media Market chart
Weekly Tracking of Trends from the various news outlets
Written reflection pieces about topics discussed in class

From Common Sense Media lessons:
Digital Life Glossary worksheet
My Media Concept Map
Analysis of a student's Digital Footprint - Choosing a Host Student worksheet and My Digital Footprint worksheet

Module 1 of the Checkology virtual course - Filtering

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ISTE's National Standards for Educational Technology for Students

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes, **b.** Create original works as a means of personal or group expression, **c.** Use models and simulations to explore complex systems and issues, and
d. Identify trends and forecast possibilities.

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, **b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats and **d.** Contribute to project teams to produce original works or solve problems

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.

News and Information: Assessment questions from the Core Lessons and the student responses from the Student Challenge.

Traditional assessments such as quizzes or tests

Instructional Strategies:

Benchmark lessons on the following topics: *(if deemed necessary):* Final Project, Types of Digital Media, Digital Literacy, Digital Footprint, Digital Citizenship

Tutorials or Interactive lessons from scholarly sites on Journalism.

Interactive discussions between students with written reflections.

Teacher modified version of the **Are Teens Addicted to Technology?** lesson from PBS NEWSHOUR Student Reporting Labs

Teacher modified version of the **Digital Life 101** lesson from Common Sense Media

Teacher modified version of the **Trillion Dollar Footprint** lesson from Common Sense Media

Teacher modified version of the **What's News?** lesson from NEWSEUM_ED

Teacher modified version of the **What is Newsworthy?** lesson from PBS NEWSHOUR Student Reporting Labs

Module 1 of the Checkology virtual course - Filtering News and Information (Core Lessons, Student Challenges, and Discussion Wall)

- Demonstrate the ability to use digital tools to explore a well-defined real-world problem from a list supplied by the teacher, in order to develop an understanding of an issue.
- Learn about the 24/7, social nature of digital media.

a. Plan strategies to guide inquiry. **b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, **c.** Evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and **d.** Process data and report results

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation, **b.** Plan and manage activities to develop a solution or complete a project, **c.** Collect and analyze data to identify solutions and/or make informed decisions, and **d.** Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology, **b.** Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, **c.** Demonstrate personal responsibility for lifelong learning, and **d.** Exhibit leadership for digital citizenship

6. Technology operations and concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems, **b.** Select and use applications effectively and productively, **c.** Troubleshoot systems and applications, and **d.** Transfer current knowledge to learning of new technologies.

- Explore their digital lives.
- Learn that it is important to act responsibly when carrying out relationships over digital media.

Interdisciplinary Connections
 • In the creation of news and feature stories: Write informative /explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCR Standards for Writing: Text Types and Purposes - 2)
- Technology Blog
- News Trends-Do Now Activity

Technology Integration
Videos
Digital Dossier video by YouthandMedia.org
Internet Danger - Everyone knows Sarah video by the Ad Council
Sites (Resources are pulled from)
Commonsensemedia.org
Schooljournalism.org
Thenewsliteracyproject.org
Edutopia.org
Checkology.org - Virtual Classroom
Newseum.org and/or Newseumed.org
Studentreportinglabs.org (PBS NEWSHOUR)
Consortiumformedialiteracy.org

- Pre and post assessments can be created using Google Forms and/or PollEverywhere, etc.
- Students can draft writing responses via Google Docs
- All course materials and scope and sequence will be provided via LCJSMS Digital Newsroom Google Site

- All course tasks will require the use of technology to research, plan, and create a news website.
- Use online resources as well as print resources to research topics for story publication.

	● Utilize a graphic organizer to plan and structure written work. Use software (see attached list) to: • Build and create web pages and a web site, • Compose and edit text, • Capture recorded video and audio • Create and edit media content (images, video, audio, and multimedia components. Global Perspectives ● Research Based: Student access the internet to research, complete digital tasks and interact with the content. No matter what activity the students are doing where they access the internet it rarely will be local. The internet creates instant connectivity with content, people and cultures from across the globe. ● Specific to this unit, the idea that digital media is 24/7, and that choices we make as informed students has a significant impact on a global scale. (Twitter, Facebook, Snapchat, Instagram - social media vehicles) ● Choices from across the globe that have resulted in harmful consequences (loss of jobs, societal impacts, pictures telling a story, etc.)

NOTE re: Examples, Outcomes and Assessments
The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Big Ideas: *Course Objectives / Content Statement(s) Hooking the Reader, Factual Reporting (Just the Facts),* **Ridding Bias(moved weeks 7 & 8)**, *Content Curation,* **Organizing information in your writing (Credibility of Sources - moved to week 5**

Pacing: Weeks 3 & 4

Essential Questions	**Enduring Understandings**
How does the media determine the audience they are trying to reach when writing an article?	*What will students understand about the big ideas?* Students will understand that…
	The media uses a variety of methods to
How does the media presents information to get people to experience different emotions?	
	What content curation is and how it can be used to improve researching and the data collected.
How can the media enhance or manipulate information presented in articles to elicit emotions from its audience?	
	The descriptions of the two main organizational techniques for hard news.
What is content curation tools?	
	How to determine which organizational technique is best for a particular article.
How does the media organize the information gathered in order to write an article?	

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments *(see [note](#) below about the content of this section)*
Students will: **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Strand A:** Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. **Strand B:** Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.8.B.1- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). **Strand C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. **Strand D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 8.1.8.D.1 - Understand and model appropriate	Instructional Focus - Digital Literacy - Hook the Reader - This is not an opinion forum - Social Media-Twitter, Facebook etc - Comparisons and Trends - **Describe, apply, and discuss the pros and cons of each organizational technique for organizing information for article writing.** Sample Assessments: **<u>In-class assignments such as:</u>** Weekly Tracking of Trends from the various news outlets Application of the two organizational methods (hourglass and funnel) for hard news to two topics of the student's choice. Individual student news piece (hard or soft news depending on the topic of their first article) that will be published on the district website. The students go through the complete journalistic process from selecting a story idea, organizing the facts, writing the piece, and editing. (Due in Week 5.) Written reflection pieces about topics discussed in class Weekly Blog on technology related topics **Traditional assessments such as quizzes or tests** After Week 4. Traditional Assessment to assess knowledge Instructional Strategies: **Benchmark lessons on the following topics:** *(if deemed necessary):* Hooking the Reading, Factual Reporting, Identifying and removing Bias, Content Curation, and the credibility of sources Tutorials or Interactive lessons from scholarly sites on Journalism.

online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

Strand E: Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

CCSS.ELA- LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA- LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ISTE's National Standards for Educational

Interactive discussions between students with written reflections.

Teacher modified version of the **Identify High Quality Sites** lesson from Common Sense Media (2 days)

Teacher modified version of **Straight News** lesson from SchoolJournalism.org

Teacher modified version of **Story Idea Treasure Hunt** lesson from SchoolJournalism.org

Teacher modified version of **Broadcast News - Pitching a Story** lesson from PBS NEWSHOUR Student Reporting Labs

Teacher modified version of **Facts vs. Opinion vs. Informed Opinions And Their Role in Journalism** lesson from PBS NEWSHOUR Student Reporting Labs

- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Apply appropriate online behaviors in regard to online bullying, safety, security and ethical behaviors
- Demonstrate an understanding of the appropriate uses and the consequences of misuse of social media

Interdisciplinary Connections
- In the creation of editorials: Write arguments to support claims with clear reasons and relevant evidence. (CCR Standards for Writing: Text Types and Purposes

Technology Integration

Technology for Students	Sites (Resources are pulled from)
1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **a.** Apply existing knowledge to generate new ideas, products, or processes, **b.** Create original works as a means of personal or group expression, **c.** Use models and simulations to explore complex systems and issues, and **d.** Identify trends and forecast possibilities. **2. Communication and collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **a.** Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, **b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats, and **d.** Contribute to project teams to produce original works or solve problems **3. Research and information fluency** Students apply digital tools to gather, evaluate, and use information. **a.** Plan strategies to guide inquiry. **b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, **c.** Evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and **d.** Process data and report results **4. Critical thinking, problem solving, and decision making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **a.** Identify and define authentic problems and significant questions for investigation, **b.** Plan and manage activities to develop a solution or complete a project, **c.** Collect	Commonsensemedia.org Schooljournalism.org Thenewsliteracyproject.org Edutopia.org Checkology.org - Virtual Classroom Newseum.org and/or Newseumed.org Studentreportinglabs.org (PBS NEWSHOUR) Consortiumformedialiteracy.org ● Pre and post assessments can be created using Google Forms and/or PollEverywhere, etc. ● Students can draft writing responses via Google Docs ● All course materials and scope and sequence will be provided via LCJSMS Digital Newsroom Google Site • Build and create web pages and a web site, • Compose and edit text, • Capture recorded video and audio • Create and edit media content (images, video, audio, and multimedia components.) Global Perspectives ● Identify various types of media and discuss how and why they are used to communicate and inform including web sites, online advertising, online social media, TV, radio, print media (newspapers and magazines), billboards, direct mail. ● Anytime the students access the internet it has a global impact. No matter what activity the students are doing where they access the internet it rarely will be local. The internet creates instant connectivity with content, people and cultures from across the globe. ● Within each assigned task students can access global resources, research and topics to be included. Current Events can be an avenue of exploration for projects: (ex: Olympics, 2016 Elections,

and analyze data to identify solutions and/or make informed decisions, and **d.** Use multiple processes and diverse perspectives to explore alternative solutions. **5. Digital citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **a.** Advocate and practice safe, legal, and responsible use of information and technology, **b.** Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, **c.** Demonstrate personal responsibility for lifelong learning, and **d.** Exhibit leadership for digital citizenship **6. Technology operations and concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. **a.** Understand and use technology systems, **b.** Select and use applications effectively and productively, **c.** Troubleshoot systems and applications, and **d.** Transfer current knowledge to learning of new technologies.	etc.)

NOTE re: Examples, Outcomes and Assessments
The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy

Civic Literacy

Health Literacy

Big Ideas: *Course Objectives / Content Statement(s)* ***Credibility of Sites,*** *Comparisons of Youth News/Articles (Global and local perspectives), Rules of Journalism - writing, Hooking the Reader cont'd,Fair use/Copyright laws, the process of interviewing the public and/or experts*

Pacing: Weeks 5 & 6

Essential Questions	Enduring Understandings
How does the media reflect diverse voices of people from various backgrounds?	*What will students understand about the big ideas?* Students will understand that…
What are the guidelines for creating a high quality journalistic piece?	The difference between a story and an article. The rules of journalism for writing an article.

What rights do you have as a creator?

How is a news article written?

When can you trust what you find on the Internet?

What responsibilities do you have to respect others' creative work?

How to identify if a source is not credible?

What is covered under Fair Use or is impacted by Copyright Laws?

What ethical and/or legal limitations do journalists need to follow?

The main parts of an article when writing.

The process of using an active voice and third person when writing an article.

What yellow journalism is in comparison to the other forms of journalism.

Not all information from the internet is factual and/or accurate.
Difference between a primary and secondary source.

The ease of publishing on the Internet will affect how much they can trust the content of some sites.

The importance of gathering credible information and the criteria for determining credibility.

Copyright is a legal system that protects a creator's rights to their original work.

The ethical decisions journalists and editors must make when deciding to write a news article.

The impact of the 1st Amendment on journalism.

The consequences of breaking ethical guidelines and laws when publishing an article.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments** *(see note below about the content of this section)*
Students will: **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Strand A:** Technology Operations and Concepts: Students demonstrate a sound	Instructional Focus: ● Fair use & Copyright ● **Compare different ways people license their copyrighted work.** ● **Discuss the copyright history of the song "Happy Birthday" then consider the ethical decisions the**

understanding of technology concepts, systems and operations.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Strand B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

students should make about their own creative works.

- Explore a real-world problem using digital tools to develop an understanding of the issue
- **Discuss how the law and ethics determine whether a journalist can publish an article or not.**
- **Analyze scenarios to determine whether there were ethical or legal breaches when publishing an article.**
- **Apply the criteria for determining site credibility to teacher determined sites of varying degrees of accuracy.**
- Intro to model student writing
- What do students want to write about
- Rules of Journalism
- Research & Review Credible Sources
- **How to evaluate the credibility of a website but using a specific set of criteria.**

Sample Assessments:

In-class assignments such as:
Weekly Tracking of Trends from the various news outlets

Is it ethical or legal scenarios? - Students will analyze scenarios to determine whether situations that occur in the journalism field are ethical or legal. Consequences for breaches will be included in the decision making process.

Web Credibility Assignment - students will need to determine the level of credibility of teacher provided websites based on the criteria provided to them by the teacher & librarians.

Passive Voice to Active Voice assignment - The students will be given paragraphs written using a passive voice. The students will need to rewrite the paragraphs using an active voice.

A final draft of a soft news story to be written on a topic of the student's choosing or teacher determined.

Written reflection pieces about topics discussed in class

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

Strand E: Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand B: Technology and Society

8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

CCSS.ELA- LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA- LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ISTE's National Standards for Educational Technology for Students

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and

Module 2 of the Checkology virtual course - Exercising Civic Freedoms: Assessment questions from the Core Lessons and the student responses from the Student Challenge.

Module 3 of the Checkology virtual course - Navigating Today's Information Landscape: Assessment questions from the Core Lessons and the student responses from the Student Challenge.

Traditional assessments such as quizzes or tests

Instructional Strategies:

Benchmark lessons on the following topics: *(if deemed necessary):* Global vs. local perspective of news or media, Rules of Journalism for writing, Parts of an Article, how to organize information in an article, Fair use & Copyright Laws, Rules of Journalism, Parts of an article, Hooking the Reader, Factual Reporting, Identifying and removing bias, and the process of interviewing

Tutorials or Interactive lessons from scholarly sites on Journalism.

Interactive discussions between students with written reflections.

Module 2 of the Checkology virtual course - Exercising Civic Freedoms (Core Lessons, Student Challenges, and Discussion Wall)

Module 3 of the Checkology virtual course - Navigating Today's Information Landscape (Core Lessons, Student Challenges, and Discussion Wall)

Teacher modified version of the **A Creator's Rights** lesson from Common Sense Media

Lesson/Activity on Fair Use & Copyright Laws presented by the LCJSMS Librarians

Teacher modified version of the **A Creator's Responsibilities** lesson from Common Sense Media

processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes, **b.** Create original works as a means of personal or group expression, **c.** Use models and simulations to explore complex systems and issues, and
d. Identify trends and forecast possibilities.

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, **b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats, and **d.** Contribute to project teams to produce original works or solve problems

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry. **b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, **c.** Evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and **d.** Process data and report results

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation, **b.** Plan and manage activities to develop a solution or complete a project, **c.** Collect and analyze data to identify solutions and/or make informed decisions, and **d.** Use multiple processes and diverse
perspectives to explore alternative solutions.

Teacher modified version of the **Rework, Reuse, Remix** lesson from Common Sense Media

Teacher modified version of **Interviewing: The Art of Asking Questions** lesson from PBS NEWSHOUR Student Reporting Labs
- Create a blog or voice thread about a controversial issue that is of concern. Invite people to post their ideas and facilitate a discussion of opposing views. (NJCCCS Social Studies Standard 6.3 – Active Citizenship in the 21st Century)
- • Examine special interest websites, news articles, and videos to determine the various stakeholders' perspectives or interview representatives from special interest groups to gain firsthand knowledge about their perspectives. (NJCCCS Social Studies Standard 6.3 – Active Citizenship in the 21st Century

- Identify various types of media and discuss how and why they are used to communicate and inform including web sites, online advertising, online social media, TV, radio, print media (newspapers and magazines), billboards, direct mail.
- Identify the different types of writing used to produce online news content such as news reporting, feature stories and editorial

Interdisciplinary Connections
- Include in all appropriate instructional activities reminders to students of the following:
- People create and own their original work, and we have rules about sharing that work that ensures that the original owner/creator gets the credit for his/her work

5. Digital citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology, **b.** Exhibit a positive attitude toward using technology that supports collaboration,
learning, and productivity, **c.** Demonstrate personal responsibility for lifelong learning, and **d.** Exhibit leadership for digital citizenship

6. Technology operations and concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems, **b.** Select and use applications effectively and productively, **c.** Troubleshoot systems and applications, and **d.** Transfer current knowledge to learning of new technologies.

- Users of any resource must know how to figure out what rules apply to the use of the resource, from the perspective of ownership.
- Students must be reminded of the importance of considerations of online safety, online security, and ethical decision-making in using any digital tools for personal or school purposes.

Technology Integration
Sites (Resources are pulled from)
Commonsensemedia.org
Schooljournalism.org
Thenewsliteracyproject.org
Edutopia.org
Checkology.org - Virtual Classroom
Newseum.org and/or Newseumed.org
Studentreportinglabs.org (PBS NEWSHOUR)
Consortiumformedialiteracy.org

- Pre and post assessments can be created using Google Forms and/or PollEverywhere, etc.
- Students can draft writing responses via Google Docs
- All course materials and scope and sequence will be provided via LCJSMS Digital Newsroom Google Site

- Identify a new technology that has resulted from the demands, values and/or interests of specific individuals, businesses, industries and societies.

Global Perspectives
With teacher approval, choose a product that has had global impact and complete and present to peers an analysis that includes a basic exploration of each the following, using a teacher-made outline or guided questions:

- Use Library resources, online Databases and other web-based resources to research a global issue and gather data for subsequent analysis and comparison

	and reporting in a news or feature story.
	● Compare and contrast the analysis of an issue, for example, news coverage of ecological disasters and acts of terrorism, as presented in American and foreign news media ● Anytime the students access the internet it has a global impact. No matter what activity the students are doing where they access the internet it rarely will be local. The internet creates instant connectivity with content, people and cultures from across the globe. ● Within each assigned task students can access global resources, research and topics to be included. Current Events can be an avenue of exploration for projects: (ex: Olympics, 2016 Elections, etc.)

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Big Ideas: *Course Objectives / Content Statement(s) Review of Fair Use/Copyright laws through the selection of Images for articles, Rules of Journalism - writing and peer editing,* ***Eliminating bias in your writing****, and writing Fact based articles*

Pacing: Weeks 7 & 8

Essential Questions	**Enduring Understandings**
What are the parts of a publishable article? What are the types of editing that needs to be done to an article before it is published? **Why is editing important?**	*What will students understand about the big ideas?* Students will understand that… The editing process is important to creating a high quality, credible journalistic piece. **The difference between macro and micro editing.** **The common errors made when writing an article.** **The issues with plagiarism and fabrication when writing a published piece.**
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: **Standard 8.1 Educational Technology:** All	**Examples, Outcomes, Assessments** *(see note below about the content of this section)*

students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Strand B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Strand D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Instructional Focus:
- Writing & Editing
- Peer Editing
- Selection of Images
- In the creation of original video when narrating prepared text: Use appropriate eye contact, adequate volume, and clear pronunciation
- Examine special interest websites, news articles, and videos to determine the various stakeholders' perspectives or interview representatives from special interest groups to gain firsthand knowledge about their perspectives.

Sample Assessments:

In-class assignments such as:
Module 4 of the Checkology virtual course - How to Know What to Believe: Assessment questions from the Core Lessons and the student responses from the Student Challenge.

Weekly Tracking of Trends from the various news outlets

Working as an Editor assignment - Given an article created by a "journalist" the students will act as an editor by editing the article and draft an email to the journalist who wrote the article.

Complete Tasks associated with the **Be an Editor Game** which is a virtual online course from www.newsu.org

Individual student news piece (hard or soft news depending on the topic of their first article) that will be published on the district website. The students go through the complete journalistic process from selecting a story idea, organizing the facts, writing the piece, and editing before publication.

Written reflection pieces about topics discussed in class

Traditional assessments such as quizzes or tests

Instructional Strategies:

Benchmark lessons on the following topics: *(if deemed necessary):* Fair use & Copyright Laws for image selection, Rules of Journalism for Editing, Parts of an article,

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

Strand E: Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Strand F: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

CCSS.ELA- LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA- LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ISTE's National Standards for Educational Technology for Students

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes, **b.** Create original works as a means of personal or group expression, **c.** Use models

Hooking the Reader, Factual Reporting, and Identifying and removing bias

Tutorials or Interactive lessons from scholarly sites on Journalism.

Module 4 of the Checkology virtual course - How to Know What to Believe (Core Lessons, Student Challenges, and Discussion Wall)

Teacher modified version of **Introduction to Paragraph Development in News** lesson from SchoolJournalism.org

Interactive discussions between students with written reflections.

- Peer Editing
- Review Interest Level
- Review Facts & Sources

Interdisciplinary Connections
- Use Library resources, online Databases and other web-based resources to research a global issue and gather data for subsequent analysis and comparison and reporting in a news or feature story.
- Compare and contrast the analysis of an issue, for example, news coverage of ecological disasters and acts of terrorism, as presented in American and foreign news media.

Technology Integration
Sites (Resources are pulled from)
Commonsensemedia.org
Schooljournalism.org
Thenewsliteracyproject.org
Edutopia.org
Checkology.org - Virtual Classroom
Newseum.org and/or Newseumed.org
Studentreportinglabs.org (PBS NEWSHOUR)

and simulations to explore complex systems and issues, and
d. Identify trends and forecast possibilities.

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, **b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats, and **d.** Contribute to project teams to produce original works or solve problems

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry. **b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, **c.** Evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and **d.** Process data and report results

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation, **b.** Plan and manage activities to develop a solution or complete a project, **c.** Collect and analyze data to identify solutions and/or make informed decisions, and **d.** Use multiple processes and diverse
perspectives to explore alternative solutions.

5. Digital citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Consortiumformedialiteracy.org

- Pre and post assessments can be created using Google Forms and/or PollEverywhere, etc.
- Students can draft writing responses via Google Docs
- All course materials and scope and sequence will be provided via LCJSMS Digital Newsroom Google Site

- Use digital tools and resources to (a) investigate and gather information from multiple sources on an issue or event and (b) synthesize and present a report of

Global Perspectives
- Anytime the students access the internet it has a global impact. No matter what activity the students are doing where they access the internet it rarely will be local. The internet creates instant connectivity with content, people and cultures from across the globe.
- Within each assigned task students can access global resources, research and topics to be included. Current Events can be an avenue of exploration for projects: (ex: Olympics, 2016 Elections, etc.)

a. Advocate and practice safe, legal, and responsible use of information and technology, **b.** Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity, **c.** Demonstrate personal responsibility for lifelong learning, and **d.** Exhibit leadership for digital citizenship **6. Technology operations and concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. **a.** Understand and use technology systems, **b.** Select and use applications effectively and productively, **c.** Troubleshoot systems and applications, and **d.** Transfer current knowledge to learning of new technologies.	

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

 Creativity and Innovation

 Critical Thinking and Problem Solving

 Communication and Collaboration

 Information Literacy

 Media Literacy

 Life and Career Skills

21st Century Themes (as applies to content area):

 Financial, Economic, Business, and Entrepreneurial Literacy

 Civic Literacy

 Health Literacy

Big Ideas: *Course Objectives / Content Statement(s)Video Production Tools, Infograms/Infographics as visual presentation of information*

Pacing: Week 9

Essential Questions	Enduring Understandings
How can the media communicate with the audience through images or visuals? What are the benefits of using infograms/infographics over text or spoken reports? What kinds of messages can visual and video presentations relay to the audience? Can visual and/or video presentations be designed for different audiences?	*What will students understand about the big ideas?* Students will understand that… Media messages can be positive or negative or asks the audience to decide how they should feel based on the information presented. (ie. Pride in LCJSMS) All forms of media, including visual and video presentations, can be designed for a specific audience (ie. parents of small children or teenagers) but can also be designed to relate to all audiences. Various enhancements to both visual and video presentations can be added to make the message more powerful, invoke emotions from the audience, or generate discussions between audiences of different viewpoints. Infographics present information in a more visually appealing way than general text to attract a great audience.
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	
Students will: **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Strand A:** Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. **Strand B:** Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). **Strand C:** Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **Strand D:** Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of	Instructional Focus: ● Video Production ● Pride in LCJSMS ● School Highlights Sample Assessments: **In-class assignments such as:** Weekly Tracking of Trends from the various news outlets Create/design an infographic that represents a hard news or strictly factual topic. Time permitting, a video will be produced and/or edited that presents the message or theme of **Pride in LCJSMS**. Written reflection pieces about topics discussed in class **Traditional assessments such as quizzes or tests** Instructional Strategies: **Benchmark lessons on the following topics:** *(if deemed necessary):* Fair use & Copyright Laws, Rules of Journalism, Video Production, and Video Apps. Tutorials or Interactive lessons from scholarly sites on Journalism. Interactive discussions between students with written reflections. ● Moovly ● Components of an I-movie Interdisciplinary Connections ● Identify the different types of writing used to produce online news content such as news reporting, feature stories and editorial. Technology Integration **Sites (Resources are pulled from)**

digital content.

Strand E: Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

CCSS.ELA- LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA- LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ISTE's National Standards for Educational Technology for Students

1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes, **b.** Create original works as a means of personal or group expression, **c.** Use models and simulations to explore complex systems and issues, and
d. Identify trends and forecast possibilities.

2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media, **b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats, and **d.** Contribute to project teams to produce original works or solve problems

Commonsensemedia.org
Schooljournalism.org
Thenewsliteracyproject.org
Edutopia.org
Checkology.org - Virtual Classroom
Newseum.org and/or Newseumed.org
Studentreportinglabs.org (PBS NEWSHOUR)
consortiumformedialiteracy.org

- Work collaboratively, plan, develop, and produce a news web site that incorporates multiple, individually produced web pages that include an array of media types to convey information (text based, images, and multimedia/video).

Global Perspectives
- Anytime the students access the internet it has a global impact. No matter what activity the students are doing where they access the internet it rarely will be local. The internet creates instant connectivity with content, people and cultures from across the globe.

3. Research and information fluency
Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry. **b.** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, **c.** Evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and **d.** Process data and report results

4. Critical thinking, problem solving, and decision making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation, **b.** Plan and manage activities to develop a solution or complete a project, **c.** Collect and analyze data to identify solutions and/or make informed decisions, and **d.** Use multiple processes and diverse
perspectives to explore alternative solutions.

5. Digital citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
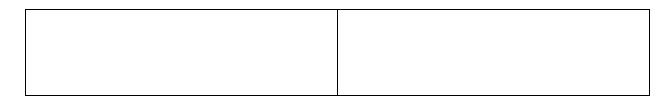
a. Advocate and practice safe, legal, and responsible use of information and technology, **b.** Exhibit a positive attitude toward using technology that supports collaboration,
learning, and productivity, **c.** Demonstrate personal responsibility for lifelong learning, and **d.** Exhibit leadership for digital citizenship

6. Technology operations and concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems, **b.** Select and use applications effectively and productively, **c.** Troubleshoot systems and applications, and **d.** Transfer current knowledge to learning of new technologies.

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NOTE re: Examples, Outcomes and Assessments
The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
> Creativity and Innovation

> Critical Thinking and Problem Solving

> Communication and Collaboration

> Information Literacy

> Media Literacy

> Life and Career Skills

21st Century Themes (as applies to content area):
> Financial, Economic, Business, and Entrepreneurial Literacy

> Civic Literacy

> Health Literacy

Curricular Addendum

Career-Ready Practices	**Interdisciplinary Connections**
CRP1: Act as a responsible and contributing citizen and employee.	● Close Reading of works of art, music lyrics, videos, and advertisements
CRP2: Apply appropriate academic and technical skills.	● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes
CRP3: Attend to personal health and financial well-being.	
CRP4: Communicate clearly and effectively and with reason.	**Technology Integration**
CRP5: Consider the environmental, social and economic impacts of decisions.	Ongoing:
CRP6: Demonstrate creativity and innovation.	● Listen to books on CDs, Playaways, videos, or podcasts if available.
CRP7: Employ valid and reliable research strategies.	● Use document camera or overhead projector for shared reading of texts.
CRP8: Utilize critical thinking to make sense of	

problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11:. Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Other:
- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives
- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading