**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**

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| **Essential Questions**  Who is a digital native?  What is the place of digital media in our lives?  How has the internet changed journalism and our lives?  What is a digital footprint, and what does yours convey?  How does the media determine what stories are important?  **What are the different types of news presented to the viewing audience today?** | **Enduring Understandings**  *What will students understand about the big ideas?*  Students will understand that…  The various ways news is presented to society.  What digital media is, its impact on society, and society’s impact on the media.  How the internet has changed journalism/reporting of news, impact on our lives including privacy.  **Everyone has a digital footprint and that information from it can be searched, copied, and passed on to a larger, invisible, and unintended audience.**  **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:  **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](http://www.corestandards.org/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](http://www.corestandards.org/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  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](http://www.corestandards.org/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](http://www.corestandards.org/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](http://www.corestandards.org/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.  **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. | **Examples, Outcomes, Assessments**  *(see* [*note*](#do8n8x7oxp51) *below about the content of this section)*  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  I**n-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 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. * 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**

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

**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**

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

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| **Essential Questions**  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?** | **Enduring Understandings**  *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 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.  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 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.  **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. | **Examples, Outcomes, Assessments**  *(see* [*note*](#kix.sgaeizl7fys) *below about the content of this section)*  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:  I**n-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, 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)  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.) |

NOTE re: Examples, Outcomes and Assessments

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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**

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| **Essential Questions**  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? | **Enduring Understandings**  *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**  **(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 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. 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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)**  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. |

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