

Southern York County School District Instructional Plan

Name:	Dates: August-September
Course/Subject: Introduction to Newspaper Journalism	Unit: History and Evolution of Journalism
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3 History: CC.11-12. R.I.8-9	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Journalism has affected and molded America’s culture from the 1700’s up until now. 2. Early American newspapers had a great role leading up to the Revolutionary War. 3. Through the Penny Press, newspapers became affordable in the 19th century to common people, allowing for the idea of mass media to be created. 4. In the beginning of the 20th century, yellow journalism’s excesses held the public’s attention, inflaming readers, pressuring politicians, and causing war. 5. Combining sights, sounds, and immediacy, journalism branched out to other media, including radio, television, and the Internet in the 20th century. 6. Today and tomorrow’s newsroom embraces audio, video, graphics, and text, continually changing news consumption as technology continues to advance. 7. Technology advancement has allowed society, not only individually, but in business and government, to obtain information that enables them to survive. 	Essential Question(s): <ul style="list-style-type: none"> ▪ What value lies in knowing the history of journalism prior to our engaging in it? ▪ How has journalism shaped America’s political history? ▪ What technology was created to allow for affordable papers, and what effect did this have on society at large? ▪ What is yellow journalism, and what effects did its loud headlines and sensational stories have on society? ▪ How has technology transformed news delivery? ▪ How has news delivery presentation evolved in the modern newsroom? ▪ What impact does the spread and distribution of major news events have on a global society?
Learning Objectives: <i>Students will know. . .</i> <ul style="list-style-type: none"> ▪ How journalism has affected America’s culture. ▪ How newspapers were established and the role they’ve had historically. ▪ How technology improved newspapers, making them more affordable and influential. ▪ How yellow journalism held readers’ attention due to exaggerated truths in the 20th century. ▪ How journalism branched out to other media, including radio, televisions, and the internet. 	<i>Students will be able to. . .</i> <ul style="list-style-type: none"> ▪ Discuss and explain how journalism has affected America’s culture. Explain how newspapers were established in America and the role they had in the Revolutionary War. ▪ Tell how, through improved technology, newspapers became affordable in the 19th century to common people. ▪ Explain the advent of yellow journalism near the beginning of the 20th century. ▪ Relate how journalism branched out to other media, including radio, television and the internet. ▪ Define key people and terms regarding

	<p>journalism's history.</p> <ul style="list-style-type: none"> ▪ Hypothesize how tomorrow's newsroom will embrace audio, video, graphics and text to inform society. ▪ Deduce how technological advancements have allowed society to survive by obtaining information about business and government at a rapid pace, whether this is beneficial or not and how one should objectively indulge in today's news media.
--	---

Name:	Dates: September
--------------	-------------------------

Course/Subject: Introduction to Newspaper Journalism	Unit: Definition of News and How Newsrooms Work
---	--

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d
Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3

<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The ability to determine which stories are most interesting and important to readers, news judgment, is an essential skill to be able to use. 2. Different news sources view news differently based upon space and the ability to provide a wide variety of news topics, such as the student news site, which will provide a higher focus on campus news and community-related events. 3. There are seven elements of news that will allow a source to label the information as news: impact, immediacy, proximity, prominence, novelty, conflict, and emotions. 4. There are key terms of the different parts of a story, such as the byline, dateline, lead, quote, attribution, headline, photo, photo credit, lift-out quote, and tagline. 5. There are key terms for the different parts of a page, such as flag, date, index, page depth, links, interactive extras (infographics), search engine, navigation buttons, mug shot, wire story, centerpiece, and logo. 6. The organizational structure of an online newspaper, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is “news” and how do we define it? ▪ How may the news change depending on the audience? ▪ What are the seven elements of the news? ▪ What are the key parts of a story and the key parts of a page? ▪ What is hierarchy of the newsroom, and what does it mean for different news sources? ▪ How does an online newspaper come together? ▪ How does a story get written? ▪ What are the tools a reporter needs? ▪ What is the temperament a reporter needs?
---	---

7. There is a difference between a general assignment reporter, who covers a wide range of stories, and a beat reporter, who covers a specific topic.
8. How thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages all are integral parts of putting a newspaper together.
9. A story gets written from story idea to completed article by reporters who gather more than enough information they may not use and who spend most of their time reporting rather than writing.
10. Sources can lie, spread rumors, or may simply be unknowledgeable regarding a topic during an interview.
11. Reporters must have knowledge of certain materials and technology-a notebook or laptop, tape recorder, camera, telephone and video recorder- in order to be successful.
12. Reporters must be serious readers who enjoy expressing themselves, know grammar, and are adept with technology, can write quickly, can gather information, and enjoy research; reporters also must be curious, bold or aggressive, skeptical, patient, persistent, cool under pressure, hard-working, and open to criticism.

Learning Objectives:

Students will know . . .

- How different news sources view news differently, such as the student news site, which will provide a higher focus on campus news and community related events.
- How to define news and the seven elements of news.
- The difference between a general assignment reporter, and a beat reporter.
- How thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral parts to the news process.
- How thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral

Students will be able to . . .

- Determine which stories are most interesting and important to readers via usage of news judgment.
- Apply the seven elements of news that will allow them to label the information as news or not for the online newspaper.
- Apply key terms of the different parts of a story, such as the byline, dateline, lead, quote, attribution, headline, photo, photo credit, lift-out quote, and tagline in the production of online newspaper.
- Apply their knowledge of the different parts of a page, such as flag, date, index, page depth, links, interactive extras (infographics), search engine, navigation buttons, mug shot, wire story, centerpiece, and logo to the production of the online newspaper.
- Partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major

<p>parts to the news process.</p> <ul style="list-style-type: none"> ▪ How a story gets written and will follow these guidelines/steps in writing them; students will be aware that sources can lie, spread rumors, or may simply be unknowledgeable regarding a topic during an interview. ▪ How to use certain materials and technology-a notebook or laptop, tape recorder, camera, telephone and video recorder- in order to be successful. 	<p>divisions of the newsroom.</p> <ul style="list-style-type: none"> ▪ Become serious readers who enjoy expressing themselves. They will know grammar, will become adept with technology, will be able to write quickly, will be able to gather information, and will enjoy research; students will realize that reporters must be curious, bold or aggressive, skeptical, patient, persistent, cool under pressure, hardworking, and open to criticism.
---	---

Name:	Dates: September-October
--------------	---------------------------------

Course/Subject: Introduction to Newspaper Journalism	Unit: Reporting Basics
---	-------------------------------

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d
Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Stories come from sudden, unpredictable breaking news, scheduled events, press releases, and ideas of students, faculty, administration, community members, reporters, editors, or readers. 2. Every reporter must learn to select, check, balance and cultivate sources. 3. Sources provide depth, context, and reliability in a story; sources include newsmakers, spokespeople, experts, official records, reference material, and ordinary people. 4. Plagiarism is stealing someone else’s work and calling it your own; to avoid it, reporters should quote and credit the source or paraphrase and credit the source. 5. Reporters must be careful researching via the Internet; fabrications, distortions, and misquoted statements need to be found out through evaluating a website’s reliability (its authority, accuracy, objectivity, and timeliness). 6. Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing. 7. To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where do stories come from? ▪ What is the importance of balance and accuracy in stories? ▪ How does a reporter find and use sources correctly for a story? ▪ What is plagiarism and what are the repercussions involving its presence? ▪ How can a reporter use the Internet efficiently and responsibly? ▪ What’s the best way to record the information one gathers for a story? ▪ How is an interview successfully prepared for, planned out, and executed? ▪ What qualifies as good quotes, and what are the different ways to use them? ▪ What are the AP guidelines for punctuation and capitalization of quotes? ▪ What are attributions, and what is their importance? ▪ What mathematical knowledge must a journalist have?
--	---

<p>to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.</p> <p>8. Reporters must use quotes to make stories more believable and human; the five ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.</p> <p>9. Reporters must follow the AP guidelines on punctuation and capitalization of quotes.</p> <p>10. Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.</p> <p>11. Opinions, quotes and facts that are not common knowledge must be attributed. Obvious facts that we all observe don't need to be attributed.</p> <p>12. Journalists need to know how to calculate percentages, figure the mean and the median, work with polls and surveys, and present data in charts and graphs.</p>	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ How to interview sources, including how to differentiate between when to use direct quotes, paraphrases, partial quotes, and dialogues. ▪ How to take notes while incorporating their senses of observation, including differentiating between using notebooks, laptops, or tape recorders. 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> ▪ Describe the different possible origins of story ideas. ▪ Distinguish between breaking news and scheduled events. ▪ Find and use sources appropriately. ▪ Explain the importance of balance and accuracy in stories. ▪ Describe attribution and the way sources are cited in news stories. ▪ Calculate percentages and work with polls and surveys.
<p>Name:</p>	<p>Dates: October-November</p>
<p>Course/Subject: Introduction to Newspaper Journalism</p>	<p>Unit: Newswriting Basics</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3</p>	
<p>Understanding(s): Students will understand . . .</p> <p>1. Reporters must be skilled at collecting facts and presenting them accurately, balancing stories; seeking the truth and reporting it; minimizing error; writing in third person, and</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is the difference between fact and opinion? (1) ▪ What is the importance of the 5 W's within a story? (2)

<p>keeping personal opinions out of news stories.</p> <ol style="list-style-type: none"> 2. Accuracy requires seeking answers to the five W's, as well as 'how' and 'so what'; reporters need to tell why the story is important and why it should be read. 3. The basic summary news lead includes many of the five W's, combining the key elements of a story in the most succinct manner; for breaking news stories, the most important information should be within the lead, in one sentence of 25 words or less. 4. For feature stories, leads must be creatively written, to entertain; therefore, such a lead does not sum up the story in the first sentence, so the writer must include a "nut" graf - the story in a nutshell, within the first six paragraphs of the story. 5. There are different types of leads that succeed, such as the summary, delayed identification, immediate identification, anecdotal/narrative, scene-setter, direct address, blind, roundup, startling statement, and wordplay leads; leads to reconsider include topic, question, and quote leads. 6. The primary story structure is the inverted pyramid with the most important details first, tapering down in descending order; other stories, such as feature pieces or trends, can be told best via other story structures. 7. Key objectives in rewriting stories to make them better are to replace passive verbs with action verbs, to omit redundancies and long, wordy sentences, and to eliminate jargon and clichés. 8. Reporters should never be offended when their stories are edited as their goal, as well as their editor's, is to make the article the best it can be. 9. AP style, an industry standard, includes the rules that govern how most newspapers refer to numbers, titles, capitalization, abbreviations, addresses, and other grammatical and word usage issues. 10. Deadlines are to be respected; reporters should give themselves plenty of time to write and rewrite their stories, plan ahead, and write each story as soon as they have the information. 	<ul style="list-style-type: none"> ▪ How can a reporter write leads to succeed? (3-5) ▪ What are different ways to structure and organize certain stories? (6) ▪ What is the importance of rewriting and editing? (7-8) ▪ What is the style of writing we use in journalism? What does it entail? (9) ▪ What is the importance of a deadline? (10)
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ How to tell the difference between fact and opinion. ▪ How to incorporate the 5 W's in every story in order to tell readers why the story is 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> ▪ Tell the difference between fact and opinion in order to create accurate articles. ▪ Write stories using different story structures and organization, primarily the inverted pyramid for

<p>important and why it should be read.</p> <ul style="list-style-type: none"> ▪ The rules that govern AP style. ▪ The necessity for deadlines and realizing the academic penalties that can erupt for not only themselves but also for the entire staff for not staying up to date on their stories. ▪ How to write different story structures and leads. ▪ How to edit and reedit their articles. 	<p>news stories.</p> <ul style="list-style-type: none"> ▪ Write successful leads, also nut grafs when appropriate, based upon the type of article they are writing and the effect they want to have upon the reader. ▪ Edit and reedit their articles as they travel through the editing process without taking editor commentary to heart and while adhering to AP guidelines. ▪ Successfully apply the rules that apply to AP style in reference to numbers, titles, capitalization, abbreviations, addresses, and other grammatical and word usage issues.
---	--

Name:	Dates: Middle of November
--------------	----------------------------------

Course/Subject: Introduction to Newspaper Journalism	Unit Plan: Covering the News
---	-------------------------------------

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d
Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Beat reporters are usually out of the office, meeting people, making lists of sources, and planning upcoming meetings and story ideas all relating to one topic. 2. Obituaries should focus on the person’s life, not just death, including the name, identification, age, day/place of death, cause of death, birthdate/birthplace, background, survivors, and funeral/burial information. 3. When writing a story on an accident or disaster, be sure to include the victims (names, ages, and addresses), extent of injuries/cause of death, location, time, circumstances, vehicles, arrests or citations made by the police, comments from eyewitnesses or police, acts of heroism, and any other relevant facts. 4. Reporters must be careful in writing crime stories, removing all police jargon and exploring a chronological story form; reporters should be aware of the four types of court cases, how to navigate court records, set priorities for coverage, be skeptical, stay neutral, and double-check all facts. Know the procedures for misdemeanors, felonies, and civil suits. 5. To cover speeches, reporters get advance 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does a reporter cover a beat? ▪ How does a reporter write an obituary? ▪ How does a reporter write about an accident or disaster? ▪ How does a reporter write a crime story? ▪ How does a reporter cover a speech? ▪ How does a reporter cover a meeting? ▪ How does reporter write about politics? ▪ How does a reporter write about sports?
---	---

<p>copies of the speech, find a seat on the aisle and write what the speaker said. Reporters focus on reason for the speech, a description of the audience, quotes, comments from those in attendance, and responses of those who may be a target of certain statements.</p> <p>6. To cover meetings, reporters choose what's important during the meeting and focus on the issues and the people involved, as well as mentioning group/agency name, location/length of the meeting, topics of debate, important decisions, quotes, reactions, atmosphere, graphics, and any unusual events.</p> <p>7. To cover politics, reporters attend meetings and speeches, receive press releases, attend news conferences, search for documents, and interview their personal sources. Reporters covering campaigns and elections need to set priorities, get to know the candidates, find reliable experts, and decide what issues are most important.</p> <p>8. Sports writing (game stories, feature stories, and columns) involves knowing the rules of the sport being covered, avoiding clichés, writing the game story with a plot, including charts, graphs, or sidebars to show statistics, and avoiding cheerleading.</p>	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ How to cover a specific topic or beat. 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> ▪ Write obituaries and news stories about accidents/disasters, fires, crime, court trial stories, speeches, meetings, politics, and sports.
<p>Name:</p>	<p>Dates: November-December</p>
<p>Course/Subject: Introduction to Newspaper Journalism</p>	<p>Unit Plan: Beyond Breaking News</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3</p>	

Understanding(s):***Students will understand...***

1. Feature stories often focus on issues that are more personal-trends, relationships, and entertainment rather than news stories.
2. Feature categories include lifestyles, health, science and technology, entertainment, food, and home and garden.
3. The difference between hard news (serious, timely news) and soft news (less urgent, lighter topics) can allow a reporter to write about a topic several ways depending upon the approach.
4. The 10 most popular types of feature stories include: the personality profile, human-interest story, color story, backgrounder or analysis piece, trend story, reaction piece, flashback, how-to, consumer guide, and personal narrative. Story ideas should be organized by topic, such as people, places and trends, and by treatment, including profiles, photo stories and how-to guides.
5. Writing a successful feature story takes teamwork and planning, and there is a six-step process to use (1. See if it's been done, 2. Focus on the angle, 3. Talk to the editor, 4. Do the research, 5. Write the story, 6. Plan the package).
6. Feature writers rely on syntax and phrasing, voice and tense, detail and description, and other dramatic techniques. Organization involves sections, sequences, topics, and the kabob or chronology format.
7. Short-form story structures allow for colorful, creative layouts that cater to the increasingly short attention span of readers, including visual elements such as bulleted lists/items, quizzes, checklists, quote collections, and polls.
8. Profiles reveal a person's feelings, probe attitudes and capture habits and mannerisms in an entertaining, informative way; writing a profile involves five main steps: 1. Solicit the subject's support, 2. Interview and observe, 3. Find the focus, 4. Follow up with further interviews and research, 5. Structure the story.

Essential Questions:

- What differentiates feature writing from other types?
- What topics are approached and in what formats?
- What are good feature story ideas, and how does a reporter create a successful story?
- What effect does the use of different writing structures have on feature writing?
- How does a reporter write a colorful profile article to bring the subjects to life?
- How can a reporter write special stories and series that explore people and issues in depth?
- How can short-form alternatives condense data effectively from long stories?
- How do reporters include personal views in editorials, columns, and reviews successfully?

<p>9. In editorials and columns, the writer’s opinions are essential, usually commenting on current events, criticizing or praising public officials, endorsing candidates, and explaining issues to readers. It is best to keep editorials written as concisely as possible, attacking issues not personalities.</p> <p>10. Three common approaches to personal columns are topical commentary, personal mediation, and slice of life. Columnists should develop a distinctive voice, base personal opinions on facts and present those facts, do their own reporting, choose worthy topics, have fresh insights, and have a generic backup.</p> <p>11. Reviewing is a specialized form of writing, part journalism, part commentary; Reviewers provide their opinions on something and help readers decide whether they should attend a performance or exhibition, eat at a restaurant, or buy a book or CD.</p> <p>12. A reviewer should structure their review; balance reporting and opinion; know their subject; be aware of biases; keep it simple, tough, yet fair; not reveal story endings or plot twists; use detailed descriptions; criticize the performance only, and expect to be criticized for his/her opinion.</p>	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ What feature topics to approach in appropriate formats. ▪ The effects different writing structures have on feature articles. ▪ How short form alternatives condense data effectively. 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> ▪ Differentiate and write about feature topics using various formats. ▪ Generate feature story ideas and turn them into successful stories. ▪ Create colorful profile articles. ▪ Demonstrate how to create short-form alternatives to long stories. ▪ Write editorials, columns, and reviews effectively.
<p>Name:</p>	<p>Dates: December</p>
<p>Course/Subject: Introduction to Newspaper Journalism</p>	<p>Unit Plan: Law and Ethics</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3</p>	
<p>Understanding(s):</p>	<p>Essential Question(s):</p>

Students will understand . . .

1. The wording in the First Amendment ensures freedom of the press; journalists constantly fight to protect their rights under the Constitution against those who wish to restrict the free flow of information. A journalist's rights fall into two main categories: (1) privileges and protections for journalistic activities and (2) access to government operations and records.
 2. Privileges for journalists include fair report privilege, opinion privilege, and fair comment and criticism; all privileges apply after the material is printed or published.
 3. The notes journalists take and the sources they use are protected by the federal Privacy Protection Act and, in 31 states, by shield laws.
 4. Freedom of information gives the public the right to know what the government is doing; journalists, as representatives of the public, have access to courtrooms, to meetings of governmental agencies and other public bodies, and to governmental records, but exceptions and "gray areas" exist in all three of these categories.
 5. Reporters can get in trouble if they are not familiar with the laws and ethics governing their profession (they can be jailed for contempt of court, trespassing and sedition; sued for libel, invasion of privacy and breach of contract; fired for plagiarism, fabrication, and lapses in ethics; receive angry phone calls for bias, bad taste, and blunders/bloopers).
 6. Libel is the publication of a false statement that maliciously or carelessly damages someone's reputation; to avoid libel; reporters must be sure of their facts and must be able to prove their statement is true.
 7. "Actual malice" is recklessly disregarding the truth or knowingly publishing lies.
 8. There are five specific landmark Supreme Court cases that helped shape libel law: *New York Times v. Sullivan*, *AP v. Walker*, *Publishing v. Butts*, *Gertz v. Welch*, and *Hutchinson v. Proxmire*.
 9. The four common ways to invade someone's privacy are intrusion, public disclosure of private facts, false light (portraying someone inaccurately), and appropriation.
 10. Copyright protects all forms of creative expression, legally establishing who owns creative work and who controls its sale and reproduction; copyright law protects reporters from theft and keeps them from stealing others' work.
- What are the privileges, protections and access available to journalists through the Bill of Rights? (1-5)
 - What punishments can journalists face when they get into trouble? (6)
 - What are libel laws and how can we safeguard our stories from careless errors that can lead to lawsuits? (7-9)
 - What legal problems can arise when a journalist invades someone's privacy? (10)
 - How does copyright law protect journalists and prevent them from illegally reprinting others' work? (11-13)
 - What regulations or court cases should we be aware of within the realm of scholastic journalism? (14-15)
 - What are serious journalism errors, and how can we use our knowledge of them to know when to draw the line when material becomes offensive. (16)
 - How can newsrooms try to raise standards for reporters' ethical behavior? (16)

<ol style="list-style-type: none"> 11. Journalists who plagiarize can be fired, sued, and forced to pay damages. 12. Journalists are legally allowed “fair use” of copyrighted material when something is newsworthy, and the writer needs to show readers what makes it so by reprinting images or excerpts. Under fair use, journalists can reprint only a small amount of material, must not diminish the value of the original work, and must always credit the source of the material. 13. Prior review is a policy that allows or requires advisers or school administrators to approve or censor stories in advance of publication. 14. The U.S. Supreme Court issued the following two decisions about the limits on First Amendment freedoms in public high schools: <ol style="list-style-type: none"> a. <i>Tinker v. Des Moines School District</i> (1969). Free expression must be allowed, provided it doesn’t disrupt school discipline or invade the rights of others. b. <i>Hazelwood School District v. Kuchmeier</i> (1988). Censorship is allowed, but extracurricular publications enjoy greater freedom than a classroom activity. 15. Serious journalism errors include deception, conflict of interest, bias, theft, burning a source, and plagiarism. 16. All journalists should adhere to a code of ethics, standards and values that guide their professional conduct. When facing ethical dilemmas, journalists should ask: What purpose does it serve to print this? Who gains? Who loses? Is it worth it? What best serves the readers? 	
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Important regulations and court cases within the realm of scholastic journalism. ▪ The possible legal problems that can come from invading someone’s privacy. ▪ How copyright law protects them and prevents them from illegally reprinting others’ work. ▪ About prior review and how it will play a role in our editing process. ▪ The journalistic values they are expected to uphold. 	<p>Students will be able to . . .</p> <ul style="list-style-type: none"> ▪ Explain and apply their thorough understanding of the privileges, protections, and access available to journalists through the Bill of Rights. ▪ Safeguard their stories from careless errors that can lead to lawsuits. (2-3). ▪ Identify and steer clear of the seven deadly sins of journalism.
<p>Name:</p>	<p>Dates: December - June</p>
<p>Course/Subject: Introduction to Newspaper Journalism</p>	<p>Unit Plan: Online Reporting</p>

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d

Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3

Understanding(s):

Students will understand . . .

1. Print journalism won't become extinct, but online media will offer readers more variety and control than they have with a newspaper.
2. Text, photos, audio, video, animated graphics and interactive chat can be packaged into a website to tell stories.
3. Stories, images and digital extras can be linked to build story packages.
4. Navigation is crucial on news websites. Sites must be designed to be informative, inviting, and logical to allow readers to roam the site as they customize their news.
5. Reporters need to develop new storytelling techniques to make multimedia packages work.
6. Online stories differ from newspaper stories in that they can be posted seconds after they're written and can be updated constantly, they're built by several staffers, and they feature smaller images and bigger type. They also are presented as one-column stories to allow readers to scroll, and they can include audio, video, website links, additional stories, blogs, podcasts or interactive elements.
7. An online news story often becomes a multimedia package, but journalistic standards and reporting techniques remain the same as those for newspaper stories.
8. The website's home page, similar to the newspaper's front page, is a gateway to the online news and must be comprehensive and easy to navigate.
9. Story links on the home page must contain compelling headlines and concise summaries.
10. The home page should include a space for the time and date, an index or navigation bar and buttons, a lead story, a footer that lists copyright information and provides an e-mail address for reader feedback, links to top stories, interactive extras, and a search engine.
11. Multimedia, or its synonyms "cross-platform journalism" and "media convergence," incorporates audio, video, and interactivity into online news stories.
12. Convergence takes three forms: newsroom

Essential Question(s):

- How does the presentation of online news differ from printed newspaper stories?
- How does new technology affect newsrooms, news gathering, and news content?
- What are the multimedia possibilities available beyond shoveling text online?
- How does a reporter adapt news writing style for online stories?
- How does a reporter create a successful website story package?
- How can we successfully use Google Docs and Word Press to write, edit, and publish our articles for our school and community audience?

convergence, news-gathering convergence, and content convergence.

13. For online storytelling, reporters use print to explain, multimedia to show and interactive options to demonstrate and engage. They provide links to connect readers with other websites or stories to get more information.
14. The printed word remains the building block of online journalism.
15. Multimedia extras to add to print include audio clips, cell phone updates, online chats, photo galleries, video, website cams and website casts, podcasts, and animated graphics.
16. An interactive option includes live chats, blogs and other means to achieve reader feedback; online polls and quizzes; and downloads of documents from the story.
17. Links can be to previous stories on the topic, other websites, organizations or people in the story that readers could contact, and editorials or columns, as well as other story elements such as stats, quotes, transcripts or audios of interviews.
18. Weblogs are websites where users, known as “bloggers,” post news, comments or links. The action of posting that material is called “blogging.”
19. Newsroom-related blogs allow reporters to discuss their stories, provide transcripts of interviews, and add supplemental facts. Columnists use blogs to defend past columns. Editors use them to explain the decision-making behind a controversial story or editorial. Blogs allow readers to post questions, comments or corrections to news stories.
20. Bloggers can post breaking news, and they often monitor newsworthy events, providing updates, forums for discussion, and links.
21. Blogging isn’t always journalism, but it is participatory media. Blogs convert a one-way monologue into a two-way conversation.
22. Few bloggers do their own reporting.
23. Blogs use a variety of formats, from brief notes to long essays, written by one person or a collaboration of writers.

Learning Objectives:

Students will know . . .

- How presenting news online differs from printing traditional newspaper stories.
- What blogs are, who creates them, and why they are important.
- What media convergence is and how new technology is affecting newsrooms, news-gathering and news content.

Students will be able to . . .

- Write stories by section assignments and update stories online weekly.
- Adapt their news writing style and collaborate to produce more successful web story packages.
- Use Google Docs during the editing process of all article assignments.

- Be aware of what their multimedia options are (multimedia and interactive links), and how to use them.

- Use Word Press on the *Courier's* online website in order to post stories, photos, movies, and data.