

**Southern Cayuga Central School District – Curriculum**

Subject: TC3 Media- Comm. 100- Zimpfer

**Map** School Year:     2022-2023

<b>Title or Topics w/ NYS Standards</b>	<b>Essential Questions &amp; Vocabulary</b>	<b>Content Skills (Activities to cover Essential Questions)</b>	<b>Major Assessments (Tests, Project, etc.)</b>	<b>Time Frame</b>
<i>Introduction to journalism</i>	<p>What is the role of journalism, journalists and a free press in a democratic society?</p> <p>How has a free press evolved in America?</p>	<p>Examination of historically significant events in journalism- Peter Zenger trial, Sedition Act, yellow journalism, Pentagon papers, Watergate, O.J. Simpson trial, 9/11, Trump-Russia probe.</p> <p>Study will include use of contemporary news articles and reports, as well as analysis from books and taped interviews. Class discussion of student perceptions and conclusions will be the centerpiece of the activity.</p>	<p>Students will choose one event from journalism in the United States and evaluate its impact on the role of the press in our society.</p>	2 weeks
<i>Mission of the press and specifically the mission of daily newspapers and audio or video news magazines.</i>	<p>What are the various goals that daily papers and daily new magazines attempt to fulfill?</p>	<p>Examining print and broadcast media to determine ratio of news, sports, entertainment and feature content.</p> <p>Comparing content and emphasis from various news sources including CNN, NPR, The New York Times, The Auburn Citizen.</p>	<p>Students will calculate the amount of time or space devoted to various types of news and feature coverage in various outlets.</p>	2 weeks
<i>Ethical standard of journalism</i>	<p>Why are truth, accuracy and fairness essential for a news organization?</p> <p>What are the metrics for determining fairness?</p> <p>What role can an ombudsman play in managing a news organization.</p>	<p>Examine various news organizations formal and informal controls over fairness and accuracy.</p> <p>Discuss what internal measures we will use for The Source to assure fairness and accuracy.</p> <p>Discuss remedies for factual errors in reporting.</p>	<p>Students will critique other news organizations and draft a policy for The Source to guide reporting and publishing of news.</p>	2 weeks

<i>The First Amendment and Freedom of the Press</i>	What guidance and limitations do the First Amendment and Supreme Court decisions provide journalists?	Each student is assigned a landmark freedom of speech/press case to research and then teach the class about. Presentations will include the background leading up to the court's hearing the case, the court's opinion and reasoning, and the implications today of the decision.	Students will be graded on the quality of their research and their presentation of information.  A written report of their research will also be handed in and graded.	1 weeks
<i>Journalistic Writing and formatting</i>	How is journalistic writing constructed?  How does journalistic sentence and paragraph structure differ from prose writing?	Students will examine and analyze exemplars of journalistic writing from both national and local sources.  Students will be given actual news stories to format and write in journalistic style.	Students will be graded on their ability to format and structure news stories according to accepted norms.	2 weeks, then ongoing throughout course
Lead writing	What is the purpose of a news story lead?  What information does a news lead contain?  What is acceptable sentence structure for the lead?	After studying exemplars of news story leads from national and local publications, students will practice writing leads for various types of articles.	Students will be graded on their ability to imitate professional news writing.	1 week, then ongoing throughout the course

\*\*Each Unit above collectively addresses all of the Common Core Standards for ELA & Literacy.

Title or topics	Essential questions	Content skills (activities to cover essential questions)	Major Assessments	Time
News production	Essential questions are absent here as a format as this part of the course focuses on the daily productions of news for distribution via The Source's online Facebook page in both print and video format, as well as The Source's Twitter account.	News gathering, organizing information, writing news stories, taking photos and videos, headline writing and editing.	Students are graded for each story using a rubric developed to focus on the skills necessary to produce daily news for distribution.	Ongoing throughout the course.

Topic or topics	Essential questions	Content and Skills Developed	Major Assessments	Time
Website examination and development	<p>What makes for an effective website? What is attractive and effective in communicating a message or providing information online?</p> <p>What can we learn by examining how major online news outlets present their content, including their selection of content, their mix of content and their choice of placement and verbiage?</p>	<p>Examination of websites including CNN.com, Foxnews.com, MSNBC.com, NTYIMES.com, CBC.ca, and Guardian.com.</p> <p>Students will conduct a comparative analysis of presentation, content, word choice and image choice to determine balance, objectivity and journalistic responsibility.</p>	Students will be graded on their engagement, participation, critical thinking skills and observation skills.	1 week.