

Derby Public Schools

Grades 10-12

Journalism Curriculum



Designing and Providing Meaningful Learning for All

The Derby Public Schools Curriculum Maps

This DPS Curriculum was developed under the direction of the Derby Public Schools Board of Education and Dr. Matthew Conway Jr., Superintendent of Schools.

Plan Duration: 5-7 years

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Disclaimer: This document is intended for informational purposes and understanding of what students will know and be able to do based on state and national standards. The Derby Public Schools Board of Education reserves the right to amend this plan at any time based on compelling programming reasoning.



Derby Public Schools
Grade 10-12
Journalism



Grades 10-12 Journalism

Introduction






Derby's Instructional Core Beliefs

Derby Public Schools believes curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with “how” can be more effective for student learning. They engage in meaningful experiences that are framed around the following tenets:

- *Curriculum establishes what learners will know and be able to do through assured experiences.*
 - *The curriculum is built on a series of learning progressions.*
 - *The district's model for meaningful learning involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
 - *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*
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Portrait of the Graduate

A graduate of Derby Public Schools will be:

-  A confident and fluent reader who understands diverse texts.
-  A clear and thoughtful writer who expresses ideas effectively.
-  A curious and critical thinker who asks questions and makes connections
-  A responsible communicator who listens and speaks with respect.
-  A lifelong learner ready to adapt and succeed in an ever-changing world

Derby Public Schools High School Journalism Curriculum (Grades 10-12)


Introduction

Welcome to the Derby Public Schools High School Journalism Curriculum for grades 10-12. Our mission is to create a safe and inclusive culture and a comprehensive educational experience that propels students toward their fullest potential so they can positively impact their community. This journalism curriculum is designed to develop students into skilled communicators, critical thinkers, and ethical journalists who are prepared for the challenges of the 21st century.

Portrait of a Graduate

Students completing this course will:

- Communicate effectively through multiple forms of media.
- Think critically and ethically about news sources and information.
- Demonstrate creativity and initiative in storytelling and content creation.
- Collaborate in a newsroom setting with diverse perspectives.
- Exhibit digital literacy and responsible media consumption.
- Apply problem-solving and investigative techniques to real-world issues.



The curriculum is based on the Connecticut Core Standards, which provide clear expectations of what students should know and be able to do at each grade level. It focuses on developing students' skills in English Language Arts, as well as literacy in History/Social Studies, Science, and Technical Subjects.

Unit 1: Introduction to Journalism

Essential Questions:

- What is the purpose of truthful journalism in society?
- How do journalists find the truth?
- How do journalists communicate the truth in engaging ways?

Focused Standards:

- CCSS.ELA-LITERACY.W.11-12.2: Write informative/explanatory texts
- CCSS.ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information

Content Strands:

- Defining journalism and journalists
- First Amendment and Freedom of the Press
- Journalistic ethics and integrity

Key Vocabulary:

- Journalism, First Amendment, Freedom of the Press, Ethics, Objectivity

Students Should Know:

1. Definition of journalism and its role in society
2. Importance of the First Amendment in protecting press freedom
3. Basic principles of journalistic ethics
4. Different types of journalistic writing (news, opinion, feature)
5. Structure of a news organization
6. Concept of media bias and its impact
7. Importance of fact-checking and source verification

Students Should Be Able To:

1. Identify credible news sources
2. Analyze news articles for bias and objectivity
3. Explain the importance of the First Amendment
4. Discuss ethical dilemmas in journalism
5. Differentiate between various types of journalistic writing
6. Take effective notes during interviews or research
7. Conduct basic fact-checking

Formative Assessments:

- Class discussions on current events and media coverage
- Short writing assignments analyzing news articles
- Quizzes on key journalism concepts and vocabulary

Teacher Resources:

- News Literacy Project (<https://newslit.org/>)
- Poynter Institute (<https://www.poynter.org/educators-students/>)
- Checkology (<https://get.checkology.org/>)

General Balanced News Sources

- Associated Press (AP): Renowned for its factual, nonpartisan reporting, widely used in education to teach neutral news writing.
- Reuters: Delivers straight news coverage without sensationalism or ideological slant, respected globally for its impartiality.
- NPR: Public radio offering in-depth coverage across diverse topics, praised for correcting errors and maintaining journalistic balance.
- BBC News: British broadcaster recognized for centrist global coverage with Reality Check segments to debunk misinformation.



Unit 2: News Writing

Essential Questions:

- How do journalists structure news articles to effectively communicate information?
- What makes a story newsworthy?

Focused Standards:

- CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing
- CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple sources

Content Strands:


- Inverted pyramid structure
- News values and newsworthiness
- Interviewing techniques
- Writing headlines and leads

Key Vocabulary:

- Inverted pyramid, Lead, Headline, Byline, Attribution, Objectivity

Students Should Know:

1. Structure of a news article (inverted pyramid)
2. Components of a news story (headline, lead, body, conclusion)

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3. Criteria for newsworthiness
 4. Difference between hard news and soft news
 5. Importance of objectivity in news writing
 6. Basic interviewing techniques
 7. AP style guidelines for news writing

Students Should Be Able To:

1. Write a clear and concise news article using the inverted pyramid structure
2. Craft attention-grabbing headlines and leads
3. Conduct interviews and gather information from sources
4. Identify and pitch newsworthy stories
5. Write objectively, separating facts from opinions
6. Use proper attribution and quotations in articles
7. Edit articles for AP style and grammar

Formative Assessments:

- Writing news articles based on provided information or current events
- Peer editing of news articles
- Simulated press conferences for interview practice

Teacher Resources:

- Associated Press Stylebook
- [Purdue Online Writing Lab](#)

Unit 3: Opinion and Editorial Writing

Essential Questions:

- How can journalists effectively express opinions while maintaining credibility?
- What is the role of opinion pieces in journalism?

Focused Standards:

- CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims
- CCSS.ELA-LITERACY.RI.11-12.6: Determine an author's point of view or purpose

Content Strands:

- Types of opinion writing (editorials, columns, reviews)
- Developing a strong thesis and supporting arguments
- Balancing opinion with facts
- Persuasive writing techniques

Key Vocabulary:

- Editorial, Op-ed, Column, Persuasion, Rhetoric, Thesis

Students Should Know:

1. Different types of opinion pieces in journalism
2. Structure of an effective argument
3. Importance of research in supporting opinions
4. Techniques for persuasive writing
5. Ethical considerations in opinion writing
6. Role of opinion pieces in shaping public discourse
7. Difference between fact and opinion in writing



Students Should Be Able To:

1. Write a well-structured editorial or opinion piece
2. Develop a clear thesis statement
3. Support arguments with credible evidence and examples
4. Use rhetorical devices effectively in writing
5. Analyze and critique opinion pieces by professional journalists
6. Distinguish between fact-based reporting and opinion writing
7. Write compelling reviews of books, movies, or other media

Formative Assessments:

- Writing opinion pieces on current issues
- Debates on controversial topics to practice argumentation
- Analysis of professional editorials and opinion columns

Teacher Resources:

- [New York Times Learning Network](#)
- WriteTheWorld.com (<https://writetheworld.com/>)

Unit 4: Digital Journalism and Multimedia Storytelling

Essential Questions:

- How has digital technology changed journalism?
- How can journalists use multimedia to enhance storytelling?

Focused Standards:

- CCSS.ELA-LITERACY.W.11-12.6: Use technology to produce, publish, and update writing products
- CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media in presentations

Content Strands:

- Online journalism formats (blogs, social media, podcasts)
- Basic principles of photojournalism and video production
- Data visualization and infographics
- Ethical considerations in digital journalism

Key Vocabulary:

- Digital media, Multimedia, Blog, Podcast, Infographic, Social media journalism

Students Should Know:

1. Various formats of digital journalism
2. Basic principles of visual storytelling
3. Importance of user engagement in digital journalism
4. Ethical considerations in online reporting and social media use
5. Basics of data journalism and visualization
6. Copyright laws and fair use in digital media
7. Impact of social media on news dissemination



Students Should Be Able To:

1. Create and maintain a journalistic blog
2. Produce a basic podcast or video news segment
3. Use social media effectively for reporting and engagement
4. Create simple infographics to visualize data
5. Write effectively for online platforms
6. Evaluate the credibility of online sources
7. Apply ethical guidelines to digital journalism practices

Formative Assessments:

- Creating multimedia news packages (text, images, video)
- Developing a class news blog or website
- Producing short podcast episodes on current events

Teacher Resources:

- [Journalism Education Association Digital Media Resources](#)
- StoryboardThat (<https://www.storyboardthat.com/>)

Unit 5: Long-form Reporting

Essential Questions:

- How do journalists research and report on complex issues?
- What is the impact of in-depth reporting on society?

Focused Standards:

- CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects
- CCSS.ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information

Content Strands:

- Research reporting techniques
- Data analysis and interpretation
- Long-form article structure
- Ethical and legal considerations in research and journalism

Key Vocabulary:

- research, Long-form reporting, credible records, sources

Students Should Know:

1. Purpose and impact of long form journalism
2. Techniques for in-depth research and reporting
3. Structure of long-form articles and feature stories
4. Importance of data analysis in reporting
5. Legal protections and risks for investigative journalists
6. Ethical considerations in undercover reporting



Students Should Be Able To:


1. Identify potential investigative stories
2. Conduct in-depth research using various sources
3. Analyze and interpret data for reporting
4. Write a long-form article or feature story
5. Apply ethical guidelines to investigative reporting
6. Present complex information in an engaging and understandable way

Formative Assessments:

- Developing story pitches
- Conducting mock research to prepare long form pieces
- Writing long-form articles based on research findings

Teacher Resources:

- Substack Journalism
- [Factcheck.org](https://factcheck.org)
- AP Fact Check
- NY Times



This curriculum map provides a comprehensive overview of a high school journalism program, aligning with both the mission of Derby Public Schools and the Connecticut Core Standards. It aims to develop students into skilled, ethical, and critically thinking journalists prepared for the challenges of the 21st-century media landscape.

Citations:

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 13. <https://journalism.uconn.edu/2023/03/30/uconn-journalism-offers-multimedia-journalism-camp-for-high-school-students-this-july/>
 14. <https://teachingstrategies.com/alignments/connecticut/standards/>
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Top Balanced News Outlets

- **Associated Press (AP)** is consistently cited as the leading provider of unbiased journalism, using neutral language and a rigorous fact-checking process.
- **Reuters** maintains a strong commitment to accuracy and neutrality, serving as a primary source for newsrooms worldwide and earning high trust from global audiences.
- **PBS NewsHour** stands out for its dedication to fairness by thoroughly presenting different perspectives and providing context to all quotes and claims.

References

[American Press Institute - Journalism Careers](#)

[Newseum Ed - Student Journalism Resources](#)

[Poynter - Newsroom Management](#)

CSDE, Connecticut's Common Core State Standards Library.

<https://portal.ct.gov/sde/ct-core-standards/ccss-overview>

<https://www.thecorestandards.org/ELA-Literacy/>