

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Media Ethics & Law	Grade Level: 9-12		
Estimated Time: 15 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question</p>	<p>What are the ethical responsibilities of journalists?</p> <p>How does the phrase journalistic integrity apply to scholastic journalism?</p> <p>How do journalists determine where to apply their first and fifth amendment rights?</p> <p>What are the legal standards of journalism?</p> <p>How is the law applied to scholastic journalism?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Watch a video entitled, “First Amendment Rights and the Student Journalist” and take notes • Complete attitude surveys and worksheets • Watch <i>Shattered Glass</i> and evaluate the ethical responsibilities of journalists and legal ramifications of the Stephen Glass story • Review the “Code of Ethics” from the Society of Professional Journalists and determine how it applies to scholastic journalists • Research the court cases from 1969 to the present that have had an effect on student rights as a journalist; write a written report, summarizing the decision of each court case • Present a landmark court case as a presentation to the class • Research the contents of the First and Fifth Amendment • Write an interpretation of those amendments as a scholastic journalist • Read and summarize the content of district school board policies that relate to scholastic journalism • Read and summarize state and 	<ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Objective assessment on terminology and application of terminology to hypothetical situations • Respond to case studies that propose ethical and legal scenarios • Research presentation on legal cases • Role playing in specific ethical or legal situations • Objective assessment requiring application of First and Fifth Amendments • Write a policy statement for publication in the first issue of the school paper, applying Section 5:03 and Chapter 12 as well as First and Fifth Amendments
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<p>or solve a problem. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>1.4 Writing CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when</p>		<p>national policies that relate to scholastic journalism</p> <ul style="list-style-type: none"> ● Discuss the role of the Student Press Law Center should a student be sued for any offense regarding something he/she has written 	
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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

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.

1.5 Speaking and Listening

CC.1.5.11–12.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

<p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>			
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