

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Regular Meeting

Trumbull High School Main Office Conference Room
Thursday, April 20, 2017 – 8:15 a.m.

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Special Meeting 3/28/2017
- IV. New Business
 - a. Personal Finance Curriculum Guide
 - b. Journalism I and II Curriculum Guide
 - c. Report, Director of Curriculum, Instruction, & Assessments

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Special Meeting

Trumbull High School Main Office Conference Room
Thursday, March 23, 2017 – 12:30 p.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 12:30 p.m.

Members present

M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

- II. Public Comment – There was no Public Comment.

- III. Approval/Minutes – Regular Meeting 3/16/2017 – Mr. Ward moved to approve the minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously agreed to. Ms. Petitti abstained.

- IV. New Business

- a. New Course Text Proposal: *Chains* (Supplemental: Grade 6 Reading)
- b. New Course Text Proposal: *Fever 1793* (Supplemental: Grade 6 Reading)
- c. New Course Text Proposal: *The City of Ember* (Supplemental: Grade 6 Reading)
- d. New Course Text Proposal: *Pictures of Hollis Woods* (Supplemental: Grade 6 Reading)
- e. New Course Text Proposal: *Out of the Dust* (Supplemental: Grade 6 Reading)
- f. New Course Text Proposal: *A Night Divided* (Supplemental: Grade 6 Reading)
- g. New Course Text Proposal: *The Cay* (Supplemental: Grade 6 Reading)

Dr. Budd explained that these seven proposed new course texts would be used in Grade 6 Reading to support Unit 6, “Enduring Hardships”; each student in both middle schools would select one of the texts to read and participate in a book club experience about. He noted that middle school team leaders Emma Balter and Lisa Ryan had led teachers to propose these texts based upon clear criteria that included appropriate text complexity for middle school students. Ms. Petitti, Ms. Timpanelli, and Mr. Ward noted support for raising rigor at the middle school level. Mr. Ward moved to bring the new course text proposals to the Board of

Education for approval at its meeting scheduled for April 18, 2017, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

h. Report, Director of Curriculum, Instruction, & Assessments

Dr. Budd noted that Ms. Balter and Ms. Ryan were absent from today's meeting due to leading the scoring of the grade 8 English language arts transition writing assessment. Ms. Timpanelli mentioned the importance of the grade 8 world language transition assessment scoring that occurred two weeks prior.

Mr. Ward moved to adjourn the meeting at 12:40 p.m.; Ms. Timpanelli seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

PERSONAL FINANCE

Grades 11-12

Business Education Department

2017

(Last revision date: 2000)

Curriculum Writing Team

Christina Rusate

Department Chair

Katelyn Hourigan

Teacher

Alana Tartgalia-Ribas

Teacher

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments

**Personal Finance
Grades 11-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Personal Finance provides the connectivity between classroom learning and real-world applications while focusing on the student's role as citizen, student, family member, consumer, and active participant in the economy. Students will discover ways to maximize their earning potential, develop strategies for meeting career and lifestyle goals, manage and protect financial resources, explore saving and investment options, and build skills for the wise use of credit to secure their financial future. This course gives students a consistent framework for analyzing financial choices in order to improve their financial well-being.

COURSE GOALS

The following course goals derive from the 2014 CSDE Business and Finance Technology Education Frameworks for Personal Finance.

Content Standard 1 (Personal Decision Making)	Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.
Content Standard 2 (Earning and Reporting Income)	Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.
Content Standard 3 (Managing Finances and Budgeting)	Develop and evaluate a budget plan.
Content Standard 4 (Saving and Investing)	Evaluate savings and investment options to meet short- and long-term goals.
Content Standard 5 (Buying Goods and Services)	Apply a decision-making process to maximize consumer satisfaction when buying goods and services.
Content Standard 6 (Banking and Financial Institutions)	Evaluate services provided by financial deposit institutions to transfer funds.

Content Standard 7
(Using Credit) Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Content Standard 8
(Protecting against Risk) Analyze choices available to consumers for protection against risk and financial loss.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.MATH.Content.HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

CCSS.MATH.Content.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor
(Standard 3) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- personal goals and values are the foundation of personal finance.
- there is value in investing in oneself.
- the value of money changes over time.
- compound interest makes savings work for one, and borrowing work against one.
- opportunity costs and trade-offs are essential in every decision one makes.
- risk and return are inherent in financial investing.
- steps (e.g., insurance) can be taken to protect oneself from the unexpected (e.g., fraud).

COURSE ESSENTIAL QUESTIONS

- How do I become a financially responsible individual?
- What strategies can be implemented to ensure my financial success?
- Why is it important to have a financial plan?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- how to make financial decisions and set financial goals.
- how to compare and contrast banking institutions, credit, investment, retirement, and purchasing options to determine personal decision-making.
- how to increase their employability and income attainment.
- how to protect themselves against risk.
- how to protect themselves against identity theft.

Students will be able to . . .

- apply the knowledge gained to their personal financial situations.
- become financially responsible adults to save regularly and use credit wisely.
- increase their understanding of personal finance concepts.
- develop critical thinking skills with respect to financial planning concepts.

COURSE SYLLABUS

Course Name

Personal Finance

Level

Grades 11-12

Prerequisites

None

Materials Required

None

General Description of the Course

Show me the money! This course is perfect for any student who will soon be living away from home. Life skills include: maintaining a savings and checking account, establishing credit, securing employment, financing a car, acquiring housing, and guarding against identity theft.

Assured Assessments

Formative and summative assessments will be given to evaluate student understanding of material in each of the seven units of the course:

- Personal Decision-Making;
- Managing Your Money;
- Earning and Reporting Income;
- Saving and Investing;
- Using Credit;
- Spending; and
- Protecting against Risk.

Core Text

The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takechargetoday.arizona.edu>. Web.

UNIT 1

Personal Decision-Making

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 1 (Personal Decision Making)	Define and give examples of economic wants and needs.
CSDE.Content Standard 1 (Personal Decision Making)	Examine the impact of advertising, peer pressure, and family history on personal financial decisions.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions

- How do values, needs, and wants affect individual financial decisions and well-being?
- How do the concepts of trade-offs and opportunity costs apply to decision-making?
- How is goal setting an integral part of financial planning, and why is it important?

Scope and Sequence

1. Financial decisions
 - a. Needs, wants, values
 - b. Trade-offs and opportunity costs
2. Setting financial goals
 - a. Goals and objectives
 - b. SMART goals

Assured Assessments

Students will complete any of the following learner activities:

- Create a spending board
- Track and categorize expenses
- Analyze the results of the spending board through a written reflection
- Create short-term, intermediate, and long-term SMART goals

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takechargetoday.arizona.edu>. Web.

Supplemental

- *H&R Block Budget Challenge*. <http://hrblock.budgetchallenge.com/>. Web.

Time Allotment

- Approximately 2 weeks

UNIT 2

Managing Your Money

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 6 (Banking and Financial Institutions)	Identify various types of financial institutions.
CSDE.Content Standard 6 (Personal Decision Making)	Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.
CSDE.Content Standard 3 (Managing Finances and Budgeting)	Categorize and classify expenses as fixed or variable.
CSDE.Content Standard 3 (Managing Finances and Budgeting)	Determine discretionary income in a budget plan.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Unit Essential Questions

- What are the benefits to using a depository institution?
- What is the difference between income and net worth?
- Why is a Statement of Financial Position an important financial planning tool?
- What is the purpose of an Income and Expense Statement?
- What typical expenses might an individual incur?

Scope and Sequence

1. Introduction to depository institutions
 - a. Maintaining a checking account
2. Statement of Financial Position
3. Income and Expense Statement
4. Spending plans

Assured Assessments

Students will complete any of the following learner activities:

- Research services offered by different depository institutions
- Summarize factors to consider when choosing a depository institution
- Maintain and reconcile a checking account
- Create a Statement of Financial Position

- Create an Income and Expense Statement
- Create a Spending Plan
- View and discuss *Catch Me If You Can*

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takecharge.today.arizona.edu>. Web.

Supplemental

- *Catch Me If You Can*. Dir. Steven Spielberg. DreamWorks Pictures, 2002. Film.
- “Find a Better Bank.” <https://www.findabetterbank.com/>. Web.
- Guest speaker from a local bank
- *H&R Block Budget Challenge.* <http://hrblock.budgetchallenge.com/>. Web.

Time Allotment

- Approximately 3 weeks

UNIT 3

Earning and Reporting Income

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 2 (Earning and Reporting Income)	Analyze how career choice, education, and skills affect income and goal attainment.
CSDE.Content Standard 2 (Earning and Reporting Income)	Calculate net pay.
CSDE.Content Standard 2 (Earning and Reporting Income)	Analyze and prepare a federal and state income tax return.
CCSS.MATH.Content.HSA.SSE.A.1	Interpret expressions that represent a quantity in terms of its context.

Unit Essential Questions

- What are the purposes of income tax?
- What information is contained on a Form W-2?
- How does the information contained on a Form W-2 assist in completing a Form 1040EZ?
- How are tax tables used in preparing a Form 1040EZ?

Scope and Sequence

1. Getting paid
 - a. Gross pay vs. net pay
 - b. Deductions from pay
2. Paying income taxes
 - a. Tax returns
3. Investing in oneself
 - a. Transferable skills
 - b. Education attainment
4. Lifelong employment
 - a. Careers
 - b. Employee benefits

Assured Assessments

Students will complete any of the following learner activities:

- Calculate gross and net pay
- Complete Form W-4
- Complete an income tax return

- Analyze individual skills and interests
- Conduct career research
- Compare compensation packages
- Analyze how education attainment affects employment and income
- Conduct a career path interview
- View and discuss *The Devil Wears Prada*

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takechargetoday.arizona.edu>. Web.

Supplemental

- *The Devil Wears Prada*. Dir. David Frankel. 20th Century Fox, 2006. Film.
- Morton, John S., and Mark C. Schug. *Bringing Home the Gold Grades 9-12: Financial Fitness for Life*. New York: National Council on Economic Education, 2001. Print.
- My Next Move. “o*net Interest Profiler.” <https://www.mynextmove.org/explore/ip>. Web.
- United States Department of Labor Bureau of Labor Statistics. *Occupational Outlook Handbook*. <https://www.bls.gov/>. Web.

Time Allotment

- Approximately 3 weeks

UNIT 4

Saving and Investing

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 4 (Saving and Investing)	Differentiate between saving and investing.
CSDE.Content Standard 4 (Saving and Investing)	Calculate and apply the Rule of 72.
CSDE.Content Standard 4 (Saving and Investing)	Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.
CCSS.MATH.Content.HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Unit Essential Questions

- What is the importance of saving money?
- What is the important of developing financial goals when saving money?
- What are the trade-offs and opportunity costs when saving money?
- What savings tools are available for reaching financial goals?
- What is the relationship between risk and return?
- What types of investment/retirement options are available?

Scope and Sequence

1. Choosing to save
 - a. The time value of money
 - b. The Rule of 72
 - c. Simple interest and compound interest
 - d. Savings tools
2. The fundamentals of investing
 - a. Risk and return
 - b. Investment and retirement
 - c. Stock Market Game

Assured Assessments

Students will complete any of the following learner activities:

- Implement the pay-yourself-first strategy
- Summarize the concept of the time value of money

- Identify the benefits of compounding interest on savings
- Compare the characteristics of savings tools
- Analyze which savings tools are most appropriate for reaching different financial goals
- Compare saving and investing
- Analyze the relationship between risk and return
- Distinguish among the most common types of investments
- Participate in the Stock Market Game
- Choose methods that can be used to assist with investment risk reduction
- Compare a full-service brokerage firm with a discount brokerage firm
- Analyze the pros and cons of utilizing a financial advisor at a full-service brokerage firm
- Assess the value of tax-advantaged investments
- Explore the most common retirement plans
- View and discuss *Too Big to Fail* clip

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takechargetoday.arizona.edu>. Web.

Supplemental

- *The Stock Market Game.* <http://www.howthemarketworks.com/>. Web.
- clip from *Too Big to Fail*. HBO Films, 2011. TV.

Time Allotment

- Approximately 3 weeks

UNIT 5

Using Credit

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 7 (Using Credit)	Analyze various sources and types of credit (e.g., short- and long-term) and related costs.
CSDE.Content Standard 7 (Using Credit)	Analyze credit card features and their impact on personal financial planning.
CSDE.Content Standard 7 (Using Credit)	Identify specific steps that consumers can take to minimize their exposure to identity theft.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
ISTE Knowledge Constructor (Standards 3a, 3b)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What are the different types of credit?
- What are strategies for responsible credit use?
- What is a credit score and how is it calculated?
- What are the consequences of having a negative credit history?
- How do I develop a positive credit history?
- How do I protect myself against fraud and identity theft?

Scope and Sequence

1. Credit reports and scores
2. Credit basics
3. Understanding credit cards
4. Identity theft

Assured Assessments

Students will complete any of the following learner activities:

- Compare different types of credit
- Analyze strategies for responsible credit use
- Identify the major steps involved with obtaining credit

- Recommend how to choose credit terms that best fit particular needs
- Summarize the information included in a credit report
- Explain how a credit score is calculated
- Compare a credit score and a credit report
- Evaluate the consequences of having a negative credit history
- Recommend strategies for developing a positive credit history
- Explain how to obtain credit reports and credit scores
- Describe the steps to correct a mistake on a credit report
- Summarize the basic functions of a credit card
- Assess the benefits of a credit card if managed responsibly
- Analyze a credit card offer
- Analyze a credit card statement
- Explain the risks associated with fraud
- Summarize the main types of fraud
- Describe how government agencies help protect consumers from fraud
- Apply guidelines for fraud protection
- Recommend steps for fraud victims to take
- View and discuss *Confessions of a Shopaholic*

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takecharge.today.arizona.edu>. Web.

Supplemental

- “Bankrate Financial Calculators.” <http://www.bankrate.com/calculators/index-of-credit-card-calculators.aspx>. Web.
- *Confessions of a Shopaholic*. Dir. P.J. Hogan. Walt Disney Studios Motion Pictures, 2009. Film.
- Federal Trade Commission. <http://ftc.gov/>. Web.
- Guest speaker: local attorney who deals with identity theft cases
- “I’m in Debt.” *True Life*. MTV, 2007. TV.
- *Maxed Out: Hard Times, Easy Credit, and the Era of Predatory Lenders*. Dir. James Scurlock. Magnolia Home Entertainment, 2006. Film.
- “To Catch an Identity Thief.” *Dateline NBC*. NBC, 2007. TV.
- various credit card commercials. <http://www.youtube.com>. Web.

Time Allotment

- Approximately 4 weeks

UNIT 6

Spending

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 5 (Buying Goods and Services)	Compare the costs and benefits of purchasing, leasing, and renting.
CSDE.Content Standard 5 (Buying Goods and Services)	Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions

- What is the difference between consumable and durable goods?
- What are the advantages and disadvantages of renting and owning a home?
- What is the planned buying process?

Scope and Sequence

1. Smart consumer spending
2. Major expenditures
3. Purchasing an automobile

Assured Assessments

Students will complete any of the following learner activities:

- Apply the planned buying process
- Distinguish between needs and wants to prioritize spending
- Identify the difference between consumable and durable goods
- Calculate cost per use and total cost of ownership
- Examine ways to maintain a food budget adequate to income
- Compare the advantages and disadvantages of renting and owning a home
- Identify the total cost of ownership for housing and transportation
- Apply the planned buying process to housing and transportation purchases
- Apply the planned buying process to purchasing an automobile
- Evaluate terms of automobile loans
- Identify how an automobile purchase is related to several areas of spending, including insurance, credit, and fraud

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takecharge.today.arizona.edu>. Web.

Supplemental

- Auto Loan Calculator. <http://www.autoloancalculator.com/>. Web.
- Consumer Reports. <http://www.consumerreports.org/cro/index.htm>. Web.
- Edmunds. <https://www.edmunds.com/>. Web.

Time Allotment

- Approximately 3 weeks

UNIT 7

Protecting against Risk

Unit Goals

At the completion of this unit, students will:

CSDE.Content Standard 8 (Protecting against Risk)	Identify the types of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long-term care and disability).
CSDE.Content Standard 8 (Protecting against Risk)	Explain the role of insurance in financial planning.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions

- What is the relationship between risk and insurance?
- How is insurance a form of income?
- What are the types of insurance?

Scope and Sequence

1. Types of insurance
 - a. Automobile
 - b. Home
 - c. Health
 - d. Life

Assured Assessments

Students will complete any of the following learner activities:

- Explain the relationship between risk and insurance
- Identify how insurance is a form of income to help cover financial losses when unexpected events occur
- Define common insurance terms
- Evaluate the sources that provide insurance
- Analyze the risks covered by each type of insurance

Resources

Core

- The University of Arizona. *Take Charge Today: Financial Education for a Better Future. Advanced Level Curriculum.* <https://takechargetoday.arizona.edu>. Web.

Supplemental

- National Association of Insurance Commissioners. “Insure U.” <http://www.insurance.insureuonline.org/>. Web.
- various Allstate “Mayhem” commercials. <http://www.youtube.com>. Web.

Time Allotment

- Approximately 2 weeks

COURSE CREDIT

One-half credit in business education
One class period daily for a half year

PREREQUISITES

Open to students in grades 11-12.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 3: Problem-Solving through Critical Thinking

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 st -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 st -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 st -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 st -century technology skills.

Rubric 5: Independent Learners and Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

JOURNALISM I and II

Grades 9-12

English Department

2017

(Last revision date: 2003)

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Journalism I and II
Grades 9-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Journalism I and II are semester electives that provide interested students the basic skills of scholastic journalism through reading, writing, speaking, and listening. An integrated study of print and digital media, Journalism I and II offer hands-on learning and practical experience through the yearbook, *Trillium*, and school newspaper, *The Eagle's Eye*. Although the class focus is writing, Journalism I and II students are introduced to photography, design, layout, and production of publications.

Journalism II expands the skills and techniques introduced in Journalism I. With Journalism I as a prerequisite, Journalism II is a semi-independent learning experience where students hone their skills and fine-tune their writing.

Students in the courses develop their writing and interpersonal communication skills and use the latest publishing technology. Skills include brainstorming story ideas, interviewing people, gathering information, in-depth research, the craft of journalistic writing, revision and editing, and photography, design, and/or layout. These learning activities mirror the process of producing a school publication as an authentic assessment.

Students build a broad skill foundation when they focus on the basics journalists rely on such as solid interviewing, note-taking, direct and indirect attribution, lead writing, news pyramid-style, story-crafting, bias and slant, and meeting deadlines. Students also study and discuss the Journalist's Code of Ethics and the numerous historic cases that have challenged journalistic freedoms.

Students engage in the media – reading publications and blogs and watching news clips and vlogs – regularly as part of their course work. They are asked to analyze or reflect on what they read to develop a sense of what makes a fair and balanced news story.

Journalism I and II are places for students to start to learn about the way the press works, to build upon writing, reading, interpersonal, analytical, and technological skills, to engage in authentic writing experiences, and to aim for publication.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCSS.ELA-Literacy.RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.11-12.7	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 or solve a problem.
CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.5	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.

CCSS.ELA-Literacy.W.11-12.5	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.
CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.9-10.10	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 tasks, purposes, and audiences.
CCSS.ELA-Literacy.W.11-12.10	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 tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.SL.9-10.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CCSS.ELA-Literacy.L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Digital Citizen (Standard 2)	<p>Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p> <p>2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>
ISTE Creative Communicator (Standard 6)	<p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</p> <p>6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6d. Students publish or present content that customizes the message and medium for their intended audiences.</p>

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- journalism has value in society, often acts as a watchdog, and plays a role in changing the public’s perspective.
- journalism goes beyond the publication and calls for an awareness of America’s cultural evolution and a world perspective.
- the role of a journalist is constantly changing and evolving.
- the way that people receive their news is evolving along with technology.

COURSE ESSENTIAL QUESTIONS

- What defines a great journalistic article?
- What is newsworthy?
- How is the news shaped by cultural beliefs?
- How are beliefs and culture shaped by the news?
- What is ethical, and how do journalists deal with ethical dilemmas?
- How do personal belief systems, writing styles, and investigative techniques create challenges for the journalist?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- types of leads.
- the inverted pyramid.
- journalistic question types.
- a journalistic style guide.
- headlines, cutlines, attributions, etc.
- the journalistic code of ethics.
- types of articles or sections of publications (e.g., news, features, lifestyle, sports, op/ed, entertainment, etc.).

Students will be able to . . .

- interview and ask questions that lead to complex, rich answers.
- develop accurate note-taking.
- recognize newsworthy stories in their community (school, local, national, and global).
- accurately research and represent information.
- develop and apply speaking, listening and viewing skills through a variety of activities.
- listen attentively and show respect for the values, ideas, and opinions of others.
- master writing news leads, cutlines, and headlines.
- write stories that use the appropriate journalistic tenets to meet the needs of the publication.
- master basic photographic principles.
- use technology to design and lay out a newspaper.
- demonstrate understanding of the different sections of publications and different types of journalistic writing.
- collaborate and communicate with others about the production of school publications.
- demonstrate command of correct grammar, syntax, punctuation, capitalization, and sentence structure.
- understand the ethical and legal responsibilities of the press.

COURSE SYLLABUS

Course Name

Journalism I and II

Level

Grades 9-12

Prerequisites

Journalism I: None.

Journalism II: Successful completion of Journalism I.

Materials Required

None

General Description of the Course

These courses offer students the opportunity to write news stories, feature stories, interviews, editorials, and reviews which can appear in Trumbull's school newspaper, *The Eagle's Eye*, or Trumbull's yearbook, *Trillium*. By integrating their work with that of the newspaper staff, the students also become staff members. The journalism program consists of two courses, one semester each. Students can elect to take Journalism I only, or, if they wish, they may continue their experience with Journalism II in a subsequent semester.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Assessment of the acquisition of vocabulary specific to, and components necessary for, journalistic writing
- Discussion of articles from other publications
- Completion of activities focused on unit learning
- Creating interview questions and conducting interviews
- Reflection on the journalistic code of ethics
- Peer review, revision, and editing of articles
- Group presentation on an investigative or slant journalist

Summative Assessments:

- Completed articles to be submitted to one of the school publications (Units 1, 2, 3)
- Completed multimedia project (Unit 4)

Core Text

Teaching Yearbook Journalism. Herff Jones. n.d. Print.

UNIT 1

Fundamentals of Journalism

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.9-10.1b CCSS.ELA-Literacy.W.9-10.2d	Learn basic journalistic writing and interview techniques to help them with the development of claims and counterclaims in articles.
CCSS.ELA-Literacy.W.9-10.1a CCSS.ELA-Literacy.W.9-10.1c CCSS.ELA-Literacy.W.9-10.1d CCSS.ELA-Literacy.W.9-10.1e CCSS.ELA-Literacy.W.9-10.2a CCSS.ELA-Literacy.W.9-10.2b CCSS.ELA-Literacy.W.9-10.2c CCSS.ELA-Literacy.W.9-10.2e CCSS.ELA-Literacy.W.9-10.2f CCSS.ELA-Literacy.W.9-10.4	Create a newspaper or yearbook article using headlines, cutlines, and attributions that follow AP and Columbia Press journalistic style guidelines
CCSS.ELA-Literacy.W.9-10.2b	Learn interviewing and research skills to find facts and information to help them in their article and topic development.
CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.9-10.10 CCSS.ELA-Literacy.W.11-12.10	Revise and edit their own and their peers' work.

Unit Essential Questions

- What is journalistic writing?
- What differentiates types of publications and articles within those publications?
- What types of sources are important to creating an article, and how do reporters find and use those sources?
- How are articles written, revised, and edited using appropriate style guidelines?
- How does peer review help an author refine his/her writing?

Scope and Sequence

At the start of Journalism I and II, students learn the basic skills needed to act as journalists and create a well-written article. They learn about the basic skills that serve all reporters and then the specific skills needed to write different types of stories. After students understand the importance of reporting and writing accurately, each writer will create one or more articles.

To do so, students learn to use the inverted pyramid template of writing, placing the most important information first. Students are introduced to the lead and practice writing the news lead: who, what, where, when, why, and how.

Once those skills are mastered, students practice different types of leads, including summary, feature, descriptive and creative leads that build on a moment, which they explain in subsequent paragraphs.

Students will learn proper interviewing techniques and how to incorporate interviews into their writing.

Through continuous writing, students engage in writing balanced and fair news stories. They work on infusing each piece with quotes from their interviews and notes, learn when to use exact quotes, how and when to attribute quotes, and when to use indirect quotes.

Students learn that they must write in the third person, thus refraining from editorializing and removing their opinions from news and feature stories. They work on sequencing each story properly, filling the piece with pertinent facts, descriptions, examples, and quotes.

Students learn to write in the style of the Associated Press, the accepted standard style in newspapers. Throughout all of their news and feature writing, they refine their own writing skills through individual and peer review, searching for strong verbs, straightforward, clean prose, and interesting, concrete details.

Assured Assessments

Formative Assessments:

Formative assessments for this unit can include, but are not limited to:

- Assessment of the acquisition of vocabulary specific to journalistic writing
- Assessment of the knowledge of different components needed to complete a well-written article, including a variety of leads, headlines, captions, sources, and source integration
- Discussion of articles from other publications
- Creating interview questions and conducting interviews

Summative Assessment:

The culminating assured summative assessment for this unit is a completed article to be submitted to one of the school publications. Students will use the inverted pyramid and other style guidelines to create the article and participate in the drafting, revision, and editing processes. Students will complete one or more of the following types of articles: news, feature, op/ed, review, lifestyle, entertainment, sports, etc.

Resources

Core

- *Teaching Yearbook Journalism*. Herff Jones. n.d. Print.

Supplemental

- selected articles from *New York Times*, *NPR*, *Washington Post*, *Connecticut Post*, *Eagle's Eye*, and *Trillium*

Time Allotment

- Approximately 5 weeks

UNIT 2

Ethics of Journalism

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.9-10.4 CCSS.ELA-Literacy.RI.9-10.5 CCSS.ELA-Literacy.RI.9-10.6	Analyze how writers use words, phrases, rhetorical devices, and tone to shape their journalistic writing and persuade an audience
CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RI.11-12.7	Analyze and evaluate multiple sources of information from different media or formats to understand bias, slant, conflict of interest, and ethical dilemmas in journalism.
CCSS.ELA-Literacy.W.9-10.1c CCSS.ELA-Literacy.W.9-10.1d CCSS.ELA-Literacy.W.9-10.2a CCSS.ELA-Literacy.W.9-10.2c CCSS.ELA-Literacy.W.9-10.4	Create a satirical or op/ed article using headlines, cutlines, and attributions that follow AP and Columbia Press journalistic style guidelines.
CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.11-12.5	Revise and edit their own and their peers' work.

Unit Essential Questions

- What makes ethical reporting?
- How does a reader recognize bias, slant, persuasion, and fake news in writing and publications?
- Why is it important that journalists follow the code of ethics?
- How does a journalist determine if a topic is newsworthy?

Scope and Sequence

In this unit, students will be introduced to the role of the press, the responsibilities of a reporter, and the limitations of freedom of the press in scholastic journalism.

Students learn about press laws and Supreme Court cases that have had a major effect on how high school and college newspapers are run and what students can and cannot publish in the paper.

They are instructed about the importance of bias, slant and balanced reporting – telling both sides of the story, gathering accurate facts, and taking good notes.

Students read and view stories about reporters who have fabricated quotes, have created composites of “real people,” and have falsely claimed to be interviewing people in person.

Students discuss tabloid journalism, the media feeding frenzy, fake news, and the rights people have to privacy with the goal of shaping a new generation of student journalists who are honest, responsible, and adherent to strict standards and basic tenets of journalism.

Assured Assessments

Formative Assessments:

Formative assessments for this unit can include, but are not limited to:

- Reflection on the journalistic code of ethics
- Completion of activity about opposing arguments / bias / slant / balanced writing
- Completion of activity about satire
- Discussion of articles from other publications focused on bias / slant / balanced writing
- Peer review, revision, and editing of articles

Summative Assessment:

The culminating assured summative assessment for this unit is a completed op/ed or satirical article to be submitted to one of the school publications. Students will use style guidelines to create the article and participate in the drafting, revision, and editing processes.

Resources

Core

- *Teaching Yearbook Journalism*. Herff Jones. n.d. Print.

Supplemental

- *All the President's Men*. Dir. Alan J. Pakula. Warner Bros., 1976. Film.
- *Shattered Glass*. Dir. Billy Ray. Lionsgate, 2003. Film.
- Swift, Jonathan. "A Modest Proposal." Print.
- selected articles from *New York Times*, *NPR*, *Washington Post*, *Connecticut Post*, *Eagle's Eye*, and *Trillium*
- relevant episodes from *The Simpsons*. 20th Television, 1989-present. TV.

Time Allotment

- Approximately 5 weeks

UNIT 3

Investigative Reporting

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.9-10.4 CCSS.ELA-Literacy.RI.9-10.5 CCSS.ELA-Literacy.RI.9-10.6	Analyze how writers use words, phrases, rhetorical devices, and tone to shape their journalistic writing and persuade an audience
CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.1d CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.L.9-10.3a CCSS.ELA-Literacy.W.9-10.4	Properly integrate a variety of sources into a research-based article using proper formatting and style.
CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.11-12.5	Revise and edit their own and their peers' work.

Unit Essential Questions

- How does effective research enhance a journalist's writing?
- How did journalistic muckrakers and watchdogs influence cultural change?
- To what lengths should a journalist go to get answers to his/her questions?

Scope and Sequence

Since students have developed the basic skills and techniques for research and interviewing, they now hone those skills in a variety of situations including interviews with teachers, school administrators, and community members. They also research and investigate a newsworthy topic on a deeper level.

Students learn questioning strategies and how to find background material on an interview topic and subject prior to the interview, and they develop strong listening and observation skills by doing a number of related exercises.

Additionally, they learn research skills such as how to cross-check material for accuracy.

At the same time, students develop a *news sense*, a sense of what makes a good long-form investigative story. They consider timeliness, proximity, prominence, consequence, conflict, and human interest, as well as other areas of interest, such as money, drama, novelty, disaster, etc.

Students brainstorm ideas for an investigative project, both alone and in a group setting, and work through the research and journalistic process to complete a long-form story that includes both interviews and properly cited and researched sources.

Assured Assessments

Formative Assessments:

Journalism I and II

Formative assessments for this unit can include, but are not limited to:

- Completion of activity involving databases and various research techniques
- Completion of activity about selecting and interviewing sources
- Completion of activity about attributing and incorporating sources
- Discussion of articles from other publications focused on investigative writing
- Group presentation on an investigative or slant journalist

Summative Assessment:

The culminating assured summative assessment for this unit is a completed long-form investigative article to be submitted to one of the school publications. Students will use style guidelines to create the article and participate in the drafting, revision, and editing processes.

Resources

Core

- *Teaching Yearbook Journalism*. Herff Jones. n.d. Print.

Supplemental

- *All the President's Men*. Dir. Alan J. Pakula. Warner Bros., 1976. Film.
- *Food Inc.* Dir. Robert Kenner. Magnolia Pictures, 2008. Film.
- *Philomena*. Dir. Stephen Frears. The Weinstein Company, 2013. Film.
- Sinclair, Upton. *The Jungle*. Print.
- *Spotlight*. Dir. Tom McCarthy. Open Road Films, 2015. Film.
- *Supersize Me*. Dir. Morgan Spurlock. Samuel Goldwyn Films, 2004. Film.
- selected articles from *New York Times*, *NPR*, *Washington Post*, *Connecticut Post*, *Eagle's Eye*, and *Trillium*

Time Allotment

- Approximately 5 weeks

UNIT 4

Multimedia Reporting

Unit Goals

At the completion of this unit, students will:

ISTE Digital Citizen (Standard 2c)	Create a digital publication, modeling safe, legal, and ethical use of technology and intellectual property.
CCSS.ELA-Literacy.W.9-10.6 ISTE Creative Communicator (Standards 6a, 6b, 6c, 6d)	Use appropriate technological platforms for expression and to publish original multimedia journalistic projects.

Unit Essential Questions

- What role does technology play in the world of journalism?
- How has technology changed journalism and the newspaper industry?

Scope and Sequence

Journalism I and II are primarily writing, reading, and editing courses, but students will be expected to and have the opportunity to design layouts and take photographs and learn about how to convey a theme and what will make good sports, feature, and news photographs. The goal is to give students the autonomy to know what to look for in design and photography that makes it purposeful for print.

In addition, students will be introduced to programs such as eDesign and inDesign, and blog platforms like WordPress. Students will practice design principles both on paper and with available technology.

Students will be assigned to read newspapers, blogs, magazines, and other mediums from around the nation and world to discover good stories, good design, and good photographs. Additionally, students will be given different newsworthy themes or story ideas and be required to capture photographs and design to represent each theme or story. The goal is to get students to think about the different ways to represent a theme or story visually.

Assured Assessments

Formative Assessments:

Formative assessments for this unit can include, but are not limited to:

- Completion of activity involving layout and design
- Completion of activity about photography
- Discussion of photography and design from other publications focused on multimedia reporting

Summative Assessment:

The culminating assured summative assessment for this unit is a completed multimedia project. Students will use design, photography, and layout principles to create the project and participate in the storyboard and scripting processes.

Resources

Core

- *Teaching Yearbook Journalism*. Herff Jones. n.d. Print.

Supplemental

- selected articles from *New York Times*, *NPR*, *Washington Post*, *Connecticut Post*, *Eagle's Eye*, and *Trillium*
- Computer design programs

Time Allotment

- Approximately 5 weeks

COURSE CREDIT

One-half elective credit
One class period daily for a half year

PREREQUISITES

Journalism I: None.

Journalism II: Successful completion of Journalism I.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Journalism I and II News Article Grading Guide
- Journalism I and II Book Review Rubric

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

JOURNALISM I and II NEWS ARTICLE GRADING GUIDE

Name: _____ Group: _____ Date: _____

Use this rubric to help you as you think about well-written articles. This rubric will be used on future assignments to evaluate your articles.

Newspaper Basics: 10 points

- _____ Headline communicates main idea of story. It is not in the form of a question. (5 points)
- _____ Has a byline (name of author) under the headline. (5 points)

Organization, Style, and Content: 70 points

- _____ Has a hook. Lead catches the reader's attention and makes the reader want to keep on reading. (5 points)
- _____ The lead has a sentence that explains the focus/slant/theme of the story. (10 points)

What question is answered by this story? _____

- _____ First paragraph following the lead (aka the nut graph) gives the most important information: who, what, where, when, why, how. Journalistic questions answered early. (10 points)
- _____ Rest of article gives sufficient and appropriate information, including lots of specific details. Follows the inverted pyramid style. (10 points)
- _____ Includes at least 3 pertinent quotations. These quotations are unique, important, and more than a single word or sentence. (10 points)
- _____ Is written in the third person. (5 points)
- _____ Is easy to read and understand, and uses appropriate and engaging vocabulary. (10 points)
- _____ Uses journalistic style. No mention of THS or Eagles. Quotations start a new paragraph. Quotation attributions are buried. For example. "I love journalism," John said. (10 points)

Format: 30 points

- _____ Article is at least 250 words long. (10 points)
- _____ Demonstrates correct punctuation. Periods and commas go inside quotation marks. (7 points)
- _____ Capitalization is correct: beginning of sentences, proper nouns. Spelling is correct. (6 points)
- _____ Topic sentences and transitions are incorporated to move the reader smoothly between paragraphs. Topic sentences explain the main idea of one paragraph or upcoming paragraphs. (7 points)

TOTAL: 110 points

Additional Comments

JOURNALISM I and II BOOK REVIEW RUBRIC

Name: _____ Date: _____

	OUTSTANDING	EXCELLENT	NEEDS IMPROVEMENT	UNSATISFACTORY	SCORE
SUMMARY 20 points	Summary consists of a discussion of major themes, ideas, and characters. Provides at least 4 details from the work.	Summary consists of a discussion of major themes, ideas, and characters. Provides at least 3 details from the work.	Summary consists of a discussion of major themes, ideas, and characters. Provides at least 2 details from the work.	Summary is mostly an outline of the book/movie and does not discuss themes or major ideas of the work. There may or may not be details.	
QUOTES 20 points	All direct quotes are properly cited. At least 3 used. Quotes are interesting and meaningful.	2 or 3 direct quotes used. Quotes are cited, interesting, and meaningful.	1 or 2 direct quotes used. Quotes are cited and somewhat meaningful.	Quotes may or may not be used and cited.	
CRITIQUE & SOURCES & SUPPORT 40 points	Critique consists of thoughts, responses, and reactions. The student reviewer reacts to the themes, aims, or intent, how well it is produced, and overall success or failure of the book/movie. Ideas supported.	Critique consists of thoughts, responses, and reactions. The student reviewer may discuss only one or two aspects, for example, themes and writer's style. There is not a thorough review of various aspects. Limited support.	Critique consists of thoughts, responses, and reactions. The student may discuss only one aspect of the novel or movie, such as themes. Limited analysis: "Well, I liked it." or "Well, I hated it." Lacks support and a critical eye.	Critique consists of a basic opinion based on personal feeling of "I liked it" or "I hated it" and is not considered a critique because it does not focus on themes, author's intent, or writer's style.	
ORGANIZATION 10 points	Structure of the review flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is in logical order. There is a clear-cut introduction, body, and conclusion.	Structure of the review flows and is easily read, but 1 or 2 transitions may be faulty or missing. There is some illogical order in sequence of topics. There is a clear-cut introduction, body, and conclusion.	Structure of the review does NOT follow a logical order. The writing or ideas may "jump" around; it is not cohesive. There is not a clear introduction, body, or conclusion.	Structure of the review does NOT follow a logical order. There are no transitional phrases that make it easy to read the paper . . . OR . . . review is just a copying of the original book.	
MECHANICS 5 points	Uses complete sentences and a variety of sentence types.	Uses complete sentences and a variety of sentence types.	There are 1-2 incomplete sentences or fragments. There are also run-on sentences.	There are more than 2 incomplete sentences or fragments. There are more than 2 run-ons.	
SPELLING FORMAT 10 points	0-2 spelling errors 0-2 formatting errors Five or more paragraphs Headline and byline	3-5 spelling errors 3-5 formatting errors Multiple paragraphs Headline and byline	6-8 spelling errors 6-8 formatting errors More than one paragraph Headline and byline	Over 9 spelling errors Over 9 formatting errors Lacks structure and paragraphs Headline and byline missing	

Additional Comments: